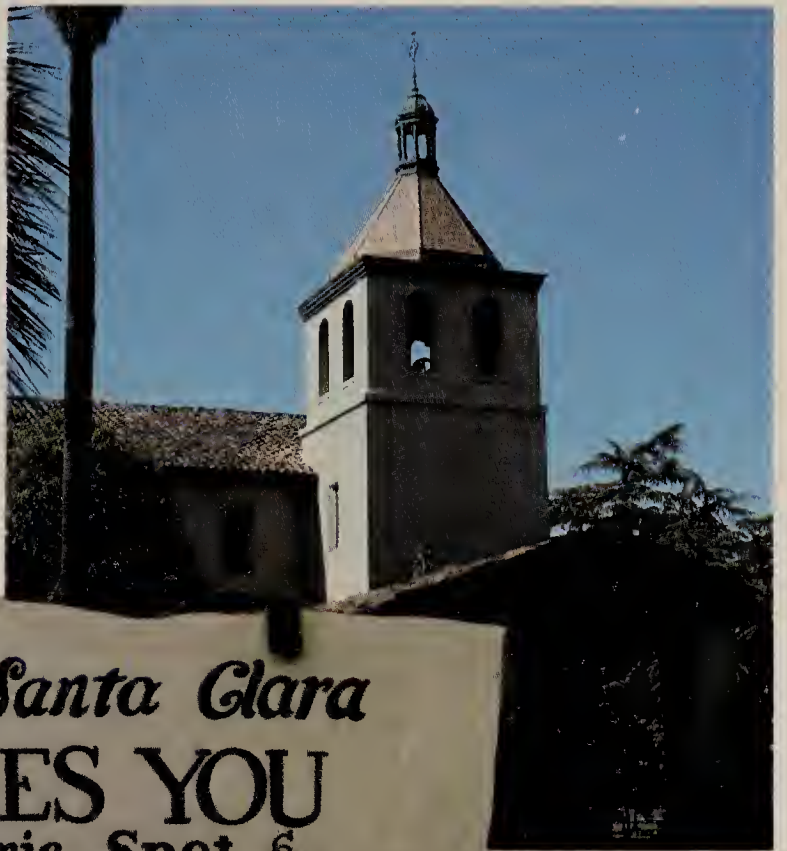


SANTA CLARA

GRADUATE SCHOOL OF HUMANITIES



University of Santa Clara
WELCOMES YOU
to this Historic Spot &
cordially invites you to visit

1980

1981

Mission Church
Original Mission
Cross ...

Old Adobe Wall
Campus Gardens





**THE
UNIVERSITY OF SANTA CLARA**



**GRADUATE SCHOOL OF
HUMANITIES 1980-81**

PUBLISHED BY THE UNIVERSITY OF SANTA CLARA
SANTA CLARA, CALIFORNIA 95053



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CALENDAR 1980-81*

FALL QUARTER

September 20Registration.
September 25Instruction begins.
October 13	.....Last day to file candidacy for degrees to be awarded December, 1980.
November 22	.....Comp. Exam. in Counsel. Psych.
November 27-28	.....Thanksgiving recess.
December 8-11	.....Quarter final examinations.
December 16	.....Quarter grades due.

WINTER QUARTER

December 13	.....Registration.
January 5	.....Instruction begins.
January 15	.....Martin Luther King's birthday, academic and administrative holiday
February 16	.....Presidents' Day, holiday.
February 19	.....Last day to file candidacy for degrees to be awarded June, 1981.
February 21	.....Comp. Exam in Counsel. Psych.
March 16-19	.....Quarter final examinations.
March 24	.....Quarter grades due.

SPRING QUARTER

March 21	.....Registration.
March 30	.....Instruction begins.
April 6	.....M.A. theses due for June 1981 degrees.
April 17-20	.....Easter recess
May 9	.....Comp. Exam. in Counsel. Psych.
June 8-11	.....Quarter final examinations.
June 11	.....130th Commencement.
June 16	.....Quarter grades due.

SUMMER SESSION

May 30-June 22	.....Registration.
June 22	.....Instruction begins.
July 3-4	.....Independence Day, academic and administrative holiday
July 31	.....Summer session ends.
August 5	.....Grades due

***All dates are inclusive dates. Graduate students taking undergraduate courses follow the undergraduate calendar.**

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1981

HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present City of Santa Clara by a Spanish Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stockraising, farming, and the building trades; the girls, weaving and sewing; the boys, reading, music, and religious drama. From 1777 until Mexican government secularization, February 27, 1837, some nine thousand persons were baptized at the mission.

During the early period, the less solidly built Mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third Mission church, of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth church, likewise of adobe, was used temporarily from 1819 to 1825. The larger fifth Mission with its quadrangle patio, also of adobe, was completed and dedicated August 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of that quadrangle.

The first site of Mission Santa Clara is marked by a California State historical landmark, located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street, and the third site at Campbell and Franklin Streets. The fourth Mission Church stood in the area between Kenna and Delia Walsh Administration Building on the University campus today.

During the first three decades of the nineteenth century, the old Mission enjoyed its most fruitful years. In 1827, well over fourteen hundred Indians lived within sound of the Mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the Padres' guidance.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California Missions. The Mexican War of Independence brought turmoil from 1810 to 1821 with resultant decrease of Franciscan personnel and donations in aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the Mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the Mission Padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco Garcia Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the Padres' resistance to governmental encroachment upon the Indians' rights and property had little effect. Finally came full secularization of Mission properties, imposed at Mission Santa Clara in early 1837. This ended the effectiveness of the Franciscan missionary endeavor in Alta California. Within a few years, the Mission buildings and the Indian lands, cattle, and sheep fell to the possession of the civil officials and their friends.

New People, New Ways

In the early 1840's a new people and a new way of life came to Alta California. Most of the immigrants were Anglo-Americans, attracted by the rich lands of the Santa Clara Valley. In 1848, the Treaty of Guadalupe Hidalgo ceded California to the United States. Statehood was granted in 1850.

It was in this setting that Santa Clara opened its classroom doors in May of 1851. The new Bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly of the Oregon Missions, to open a college at Mission Santa Clara. During its first complete academic year, 1851-52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year Santa Clara College received a charter of incorporation from the State of California.* In 1857 the college conferred its first collegiate degree, a bachelor of arts diploma to Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the State of California. By 1858 new scientific apparatus arrived from Paris and integrated courses in science as well as in the classics and in commercial subjects were offered.

Slow and steady growth followed and distinguished graduates became prominent members of California life. However, it was not until 1912 that the Schools of Law and Engineering were founded. In that same year courses in the Humanities and the Sciences were expanded, too, and the college became the University of Santa Clara. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also amplified in 1926, and the University's School of Business Administration began. In that same year, the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

From the 1930's through World War II, the University's enrollment was relatively stable. With the return of many war veterans, came an enlarged student body, new resources, and an expanded development. In 1947, for the first time in the University's history, enrollment broke the one-thousand mark. From the post-war period to the present, the face of the campus has been changing and expanding. In 1961 the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic coeducational institution of higher learning in California. Thanks to the generous support of many friends, twenty-three new buildings have been added to match the growth in enrollments. Still newer facilities--the Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Student Health Center--were completed in the early seventies.

Although the student body has grown rapidly in the past decade, it has been held at a relatively small size: 3,500 undergraduates and 3,500 graduate and law students. Since 1960, the number of courses taught has more than doubled and there has been a proliferation of opportunities for individual study and work/study programs.

*THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501 (c) (3) (ii) tax-exempt organization and it is not classified as a private foundation under section 509 (a) of the IRS Code.

In 1964, the University adopted an academic plan and calendar which divides the school year into three eleven-week terms and limits the number of courses a student may take to three or four in each quarter period.

As an independent, tuition and gift supported University, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, the University of Santa Clara, the first institution to offer classes in higher learning on the West Coast, continues its Mission heritage of service by assisting its students to equip themselves with the best of humanistic values and knowledge. Academic excellence in a well-balanced human being is the University's goal.

LOCATION

The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay in an area that is rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and of professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County are within one hour's travel by bus, train or car. In the opposite direction, about thirty minutes away, are the beaches of Santa Cruz on the Pacific Ocean, and less than two-hours' drive from the campus is world-famous Monterey Peninsula and Carmel.

The University is accessible by major airlines via San Jose Municipal Airport just three miles away and via San Francisco and Oakland International Airports.

Climate

Santa Clara has a moderate Mediterranean climate. Over a period of 67 years the average maximum temperature was 71.4° and the average minimum 41.6° . The sun shines an average of 293 days a year and the average annual rainfall is about 15 inches.



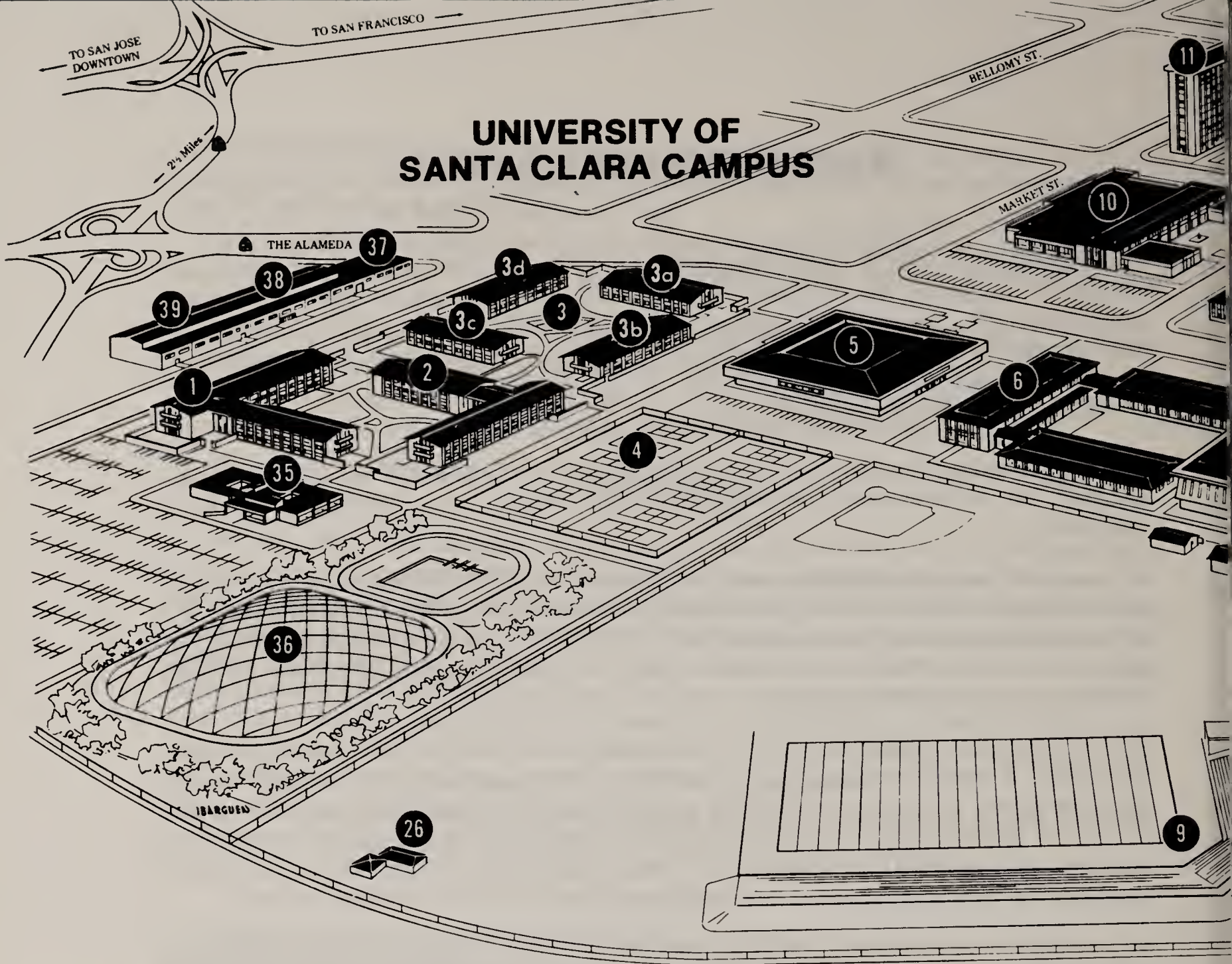
A STATEMENT OF PURPOSE

Inspired by the love of God through human service and the desire to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, the University of Santa Clara declares its purpose to be the education of the human person in the context of its Catholic and Jesuit tradition.

The University is thus dedicated to:

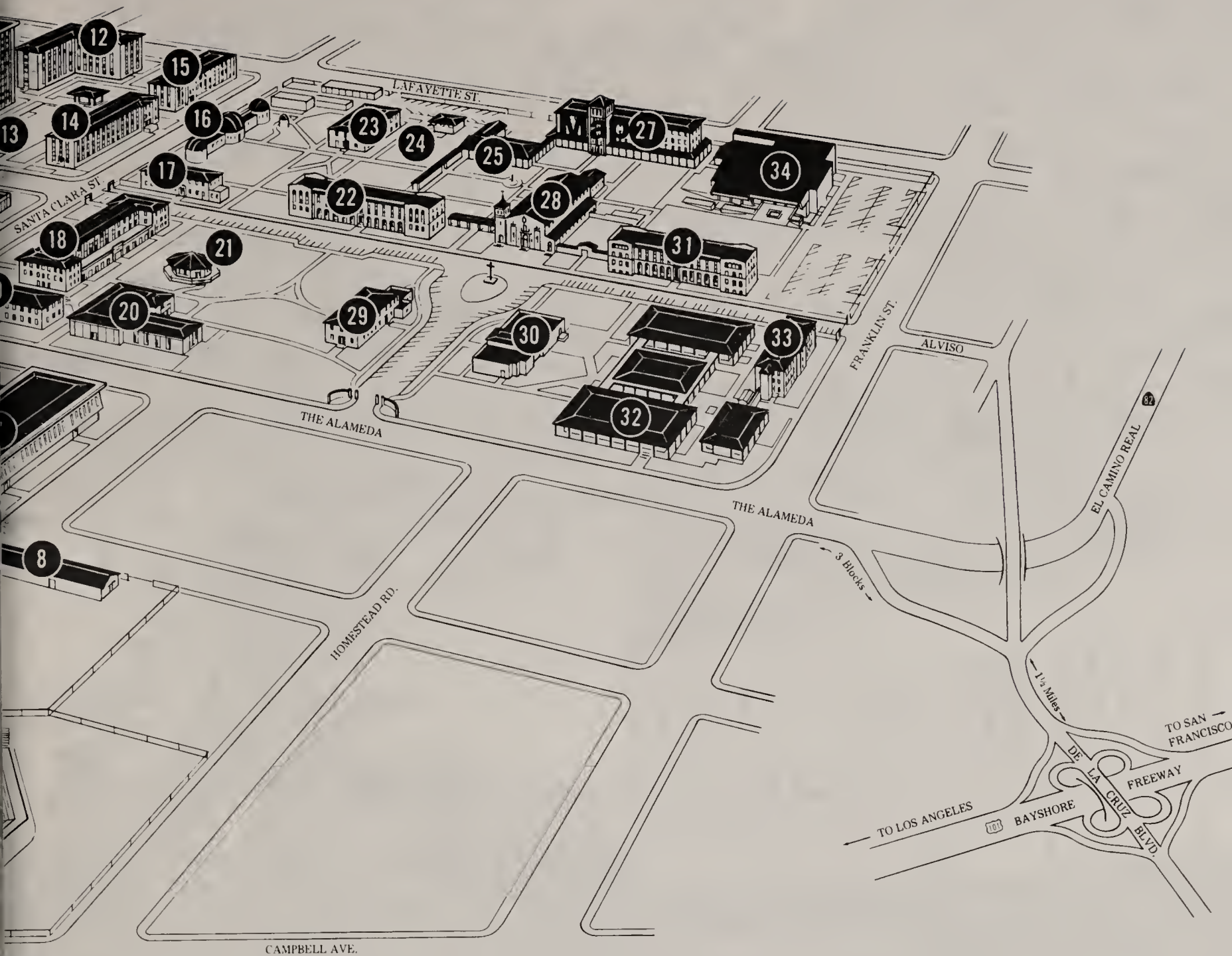
- the continuing development of a community of highly qualified scholars, teachers, students and administrators committed to an uncompromising standard of academic excellence;
- providing an education that, in its emphasis on undergraduate education and in its pursuit of selected high quality graduate and professional programs consonant with such an education, stresses the development of moral as well as intellectual values, an education of the whole person, an education constantly seeking to answer not only “what is” but “what should be”;
- the continuing development of an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious commitment, yet a community that is enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing of any kind, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- offering an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to develop fully as persons, but also to demonstrate the unity of all forms of knowledge and to enable students to assume roles of leadership in the modern world;
- encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge, but also the creative use of knowledge;
- the continuing development of an academic community in which students, teachers and administrators dedicated to academic freedom and united in the search for truth, are actively involved in formulating and implementing the University’s policies.

Board of Trustees
University of Santa Clara
January 22, 1975



UNIVERSITY OF SANTA CLARA CA

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|--------------------------------|-----------------------------------|
| ① Sanfilippo Residence Hall | ⑩ Benson Memorial Center |
| ② Campisi Residence Hall | ⑪ Benjamin Swig Residence Hall |
| ③ Graham Residence Center | ⑫ Dunne Residence Hall |
| A Strub Hall C Hancock Hall | ⑬ John Kennedy Mall |
| B Swig Hall D O'Neill Hall | ⑭ McLaughlin Residence Hall |
| ④ Campus Tennis Courts | ⑮ Walsh Residence Hall |
| ⑤ Michel Orradre Library | ⑯ Ricard Memorial Observatory |
| ⑥ Sullivan Engineering Center | ⑰ Donohoe Alumni House |
| ⑦ Bannan Classroom Building | ⑱ Kenna Hall - School of Business |
| ⑧ Field House | ⑲ Bergin Hall - School of Law |
| ⑨ Buck Shaw Stadium | |



CAMPUS

- | | |
|-----------------------------------|------------------------------------|
| 20 Heafey Law Library | 30 De Saisset Art Gallery & Museum |
| 21 Admissions Center | 31 O'Connor Hall |
| 22 St. Joseph's Hall | 32 Daly Science Center |
| 23 Varsi Hall | 33 Alumni Science Hall |
| 24 Restrooms | 34 Mayer Theatre |
| 25 Adobe Lodge - Faculty Club | 35 Cowell Student Health Center |
| 26 Univ. Day Care Center | 36 Leavey Activities Center |
| 27 Nobili Hall — Jesuit Residence | 37 Fine Arts Building |
| 28 Mission Santa Clara | 38 Ballet Building |
| 29 Walsh Administration Building | 39 Music Building |



School of Humanities

THE GRADUATE SCHOOL OF THE COLLEGE OF HUMANITIES

Although the College of Humanities of the University of Santa Clara considers its primary purpose to be that of providing the very best liberal education for the undergraduate student, it also recognizes the growing need in society for advanced professional and graduate degrees.

Graduate study, therefore, in the College of Humanities is designed to qualify candidates for a California Teaching Credential, specialist credentials in the areas of school counseling, and the teaching of learning handicapped individuals, the Master of Arts in Education, the Master of Science degree in the Teaching of Mathematics, and the Master of Arts in English, in History, in Counseling Psychology, in Marriage and Family Counseling, and in Pastoral Counseling.

The Master of Arts in Education includes specialized programs in the teaching of English, History, in Special Education, in Bilingual/Crosscultural Education, Interdisciplinary Education, and in Educational Administration.

The Master of Arts programs in English and in History are designed to provide the candidates with a comprehensive knowledge of their subject fields and to instruct them in the techniques of scholarly research. Successful candidates ordinarily proceed to faculty appointments in the community college or to doctoral studies at another institution.

The Master of Science in the Teaching of Mathematics is a program offered conjointly by the departments of Education and Mathematics and is designed for both prospective and experienced teachers of Mathematics in secondary education and in community colleges.

The Master of Arts in Pastoral Counseling, in Counseling Psychology and in Marriage and Family Counseling. are specialized programs offered by the Department of Education.

STUDENT RECORDS

The following disclosures regarding a student's University records are given in compliance with the Family Educational Rights and Privacy Act of 1974 and are available for inspection as listed below:

- a. Official academic records, including application forms, admissions transcripts, letters of acceptance and a student's Permanent Academic Record are on file and maintained in the Registrar's Office.
- b. Working academic files are also maintained by each Dean of a School or College in their respective offices.
- c. Records related to a student's non-academic activities are maintained in the Office of the Vice President for Student Services.
- d. Records relating to a student's financial status with the University are maintained in the Controller's Office.

The following types of records are *excluded* from inspection by provisions of the law; namely those created or maintained by a physician, psychiatrist or psychologist in connection with the provision of treating a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded under this same provision. Third parties

shall not have access to education records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

A written statement on inspection policies, list of fees for copies and related information is available in each office containing student records. Complaints regarding academic records by students may be directed to the Dean of the College or School in which the student is enrolled.

SUMMER SESSION

Graduate-level summer courses in the College of Humanities are offered by the Departments of Education, History, and English.

Institutes and workshops of one to seven weeks' duration are presented in education, counseling, writing, mathematics, political and social science. These are of particular value to teachers and graduate students.

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS PERTINENT TO THE GRADUATE SCHOOL OF HUMANITIES

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges

Member American Council on Education

Member Council of Graduate Schools in the United States

Member Association of American Colleges

Accredited by the California Commission for Teacher Preparation and Licensing.

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

NONDISCRIMINATION POLICY

The University of Santa Clara admits students of any race, religion, sex, color, handicap, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, handicap, national and/or ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs. Additional information and copies of the Grievance Procedures are available in the Office of Student Services and/or the Personnel Department.

Graduate Programs Admissions Information

GENERAL ADMISSION REQUIREMENTS

Admission to the Graduate School of the College of Humanities is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character. All applicants must have had at least a "B" average in their undergraduate work.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to the College of Humanities.

Evidence of good citizenship and moral integrity, if requested, is ordinarily provided by letters of recommendation. Such letters are not required of applicants holding a bachelor's degree from the University of Santa Clara.

Foreign-born students and all students for whom English is not the first language are required to take the Test of English as a Foreign Language and to submit their scores before a decision on their applications can be made. Arrangements for this test (TOEFL) can be made through the Educational Testing Service, Box 899, Princeton, New Jersey 08540, U.S.A.

Admissions Process

The applicant may file an application form at any time.

No action can be taken by the Committee on Admissions until all required information and documents have been received. Absolutely essential are transcripts from the institution which awarded the applicant the bachelor's degree and those from institutions in which the applicant has done graduate study. The applicant is responsible for seeing that these transcripts are sent directly to the Office of the Dean of the Graduate School of Humanities.

The Committee on Admissions meets once each quarter to consider applications. Notice is sent by mail at once. No specific reasons will be given in the case of rejection and no information will be given by telephone.

Non-matriculated or special students, i.e., those not seeking a degree from the University but wishing to take certain courses in the Graduate School, should file application forms in the Office of the Dean within one week before the beginning of the term.

ENTERING NEW COURSES

Students may enter a course for the first time only during the first week of classes of the term.

TRANSFERRAL OF CREDIT

Up to ten quarter units (or six semester credits) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at the University of Santa Clara, providing the following stipulations are met:

- a) Grades of A or B must have been earned in the graduate courses that are being considered.
- b) Only those courses that could normally appear on the student's program of studies at Santa Clara are eligible for transfer credit.
- c) Extension and Continuing Education credits are, under usual circumstances, ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
- d) Only academic work is to be considered for transfer credit. Work experience, missionary experience, teaching experience, and similar experiences are not appropriate for granting graduate credit at Santa Clara.
- e) Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance is, under usual circumstances, ineligible for transfer credit. At the advisor's discretion, a student may be required to repeat a course taken as long as five years before matriculation.

LEAVE OF ABSENCE OR WITHDRAWAL

A student who withdraws from the University or from a class must fill out a Withdrawal Form and report to the Director of the Graduate Division. This cannot be done by mail or by telephone but must be done in person.

Matriculated students who interrupt their course of studies for up to one year need not re-apply on their return. *Summer session is not considered a "term."*

Matriculated students who interrupt their course of studies for more than one year must withdraw from the University. In order to return, they must file a new application form, but without fee. Such application forms should be filed at least one month before the term of registration.

Withdrawal forms are obtainable in the Office of Graduate Humanities. Students who interrupt their course of studies and fail to file a withdrawal form are liable to be refused re-admission.

Non-matriculated or special students must inform the Office of the Dean each and every time they wish to register for a term.

Withdrawal from the University is not officially complete until students clear all of their financial obligations with the Office of Student Accounts. Students on deferments or National Direct Student Loans must also clear their financial obligations with the Office of Credit and Collections.

INCOMPLETES

A student's work may be reported incomplete if, due to unavoidable circumstances, some essential portion of the work in the course remains unfinished after the final examination. In order for a grade to be posted on the student's transcript the unfinished work must be completed to the satisfaction of the instructor within one year after the

beginning of the next regular term, whether or not the student is registered during that period.

GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the teaching credentials is 45. The maximum is 72. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M., and for the teaching credential the candidate must maintain a 3.00 grade point average.

Any student receiving a grade of D or F or who fails to maintain the required grade point average will be disqualified.

No more than ten quarter-units of credit earned as a non-matriculated student may be applied toward a degree program.

No student will be permitted to carry more than 15 graduate quarter units in a single term. No student may carry more than ten quarter hours during the summer session at Santa Clara. Any student carrying less than nine quarter hours will be considered a part-time student.

All requirements for any degree must be completed within a five-year period.

CHALLENGING COURSES

Under certain conditions, with the approval of the instructor, program director, and dean, students may challenge a course. Credits earned by challenge, however, will not fulfill degree or credential requirements.

MARKING SYSTEM

A student's grade of scholarship is given according to the following marks:

A	Excellent	D	Inferior	P	Pass
B	Good	F	Failure	N/P	No credit
C+	Below Average	I	Incomplete	+	Credit
C	Unsatisfactory	W	Withdrawal	—	No credit

To determine a numerical average, 4 grade points are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of units which have been attempted. A C average is 2.0.



Financial Information

TUITION AND FEES

Application Charge	\$20.00
This charge is to be sent with each application form and is not refundable. Non-matriculated students pay this fee once, at the initial registration.	
Registration Fee	5.00
This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.	
Tuition, per graduate quarter unit	85.00
Tuition, per undergraduate term course	383.00
Late Registration Fee	10.00
Graduation fee for those receiving the Master's Degree	30.00
Graduation fee for those receiving the teaching credential	15.00
Deferment Service Fee	10.00
Returned Check Fee	5.00
Charge Card Returned Item Fee (returned unpaid from your VISA or Mastercharge agency)	5.00

Method of Payment

Students should come prepared to pay all charges on the day of registration. Remittances should be made payable to the University of Santa Clara. Information regarding periodic statement of account or payment should be directed to the Office of Student Accounts.

Students who have unpaid bills at the University or who defer payment without signed approval are subject to dismissal from the University and, as long as such payments remain unpaid, may not receive transcripts of credit nor any diploma.

There are several tuition plans administered by outside financing agencies which are available. Those who plan to avail themselves of one of these plans should request information from the Office of Student Accounts at least three months prior to registration.

Refund of Tuition

Any student withdrawing during the first week of the term; i.e., within seven days after the day "Instruction begins" as printed in the Academic Calendar, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Dean of the College of Humanities will determine the refund, not the date of last attendance by the student. Appeals for special consideration should be addressed to the Assistant Dean, Graduate Humanities Division.

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

Financial Aids

Financial assistance at the University of Santa Clara is awarded on the basis of superior academic record, and/or financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs. With the exception of the Edwin J. Brown Fellowship, the University does not maintain a scholarship or grant program for students enrolled in Graduate Humanities programs.

Detailed information on the types of deferred payment plans is available from the Office of Student Accounts.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate School of Humanities are the National Direct Student Loan program and Guaranteed Student Loans. Application forms and further information may be obtained from the Office of Financial Aids.

Scholarships and Fellowships

California State Graduate Fellowships are awarded to students pursuing a recognized graduate or professional degree and who have not completed more than four quarters of full-time graduate work as of October 1. Selection is made on the basis of state manpower needs, academic performance and financial need. Applications are available in the fall from either the Graduate Fellowships or Financial Aids Offices.

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from Edwin J. Brown, Professor Emeritus of Education. This fellowship provides a stipend from the proceeds of the endowment and may vary from year to year.

Qualifications: Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before February 1.
3. Scholarships may be cancelled at any time for serious infractions of the rules and regulations of the University.
4. As a general rule, undergraduate applicants receive priority consideration for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Veterans and Veterans' Dependents Assistance

The University of Santa Clara is listed by the Veterans Administration as qualified to receive students under Chapter 34 (veterans), Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100 % disabled; widow of any person who died in the service or died of a service connected disability, or the wife of a veteran with a 100 % service-connected disability) and Chapter 31 (rehabilitation). Those interested in

attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The State of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, Ca. 94102.

Information regarding these programs may be obtained from the University of Santa Clara veterans' counselor located in the Registrar's Office.

Deadlines

The Office of Financial Aids has established deadlines for consideration from the various programs it administers. All students requesting Financial Aid from the University should contact the aid office at the earliest possible date and request specific deadline information and appropriate application materials. A University application for financial aids is required. Files completed later than May 1 will be placed on a waiting list and will receive consideration on a funds available basis.

Student Development Services

A variety of services is offered to students through Student Development Services. A professional staff of educators, psychologists, and guidance specialists helps students enrich their educational and professional development. Programs are designed to facilitate the growth of students beyond the classroom environment.

Career and Personal Counseling

There are several counselors available to assist students with their career and personal development needs (Benson Center, second floor). Both individual and group opportunities are provided. A variety of personal skill-building workshops is also offered to students, as well as individual career planning and counseling.



Graduate Programs Department of Education

MASTER OF ARTS IN MARRIAGE, FAMILY AND CHILD COUNSELING

Director: Lawrence A. Wolfe, Ph.D., Assistant Professor of Education

The Master of Arts Degree in Marriage, Family and Child Counseling is designed to meet the course requirements and to fulfill part of the experience requirements for the State License in Marriage, Family and Child Counseling. The program's development follows regulations provided by the Board of Behavioral Science Examiners, and the guidelines suggested by the American and the California Associations of Marriage, Family, and Child Counseling.

Prerequisites

Since the State License in Marriage, Family and Child Counseling allows its holder to engage in private practice using psychotherapeutic techniques and counseling, candidates will be selected on the basis of experience, previous academic background and maturity with regard to life experience and professional goals. Applicants to the Marriage, Family and Child Counseling psychology program should be prepared and sufficiently motivated to complete the experience requirements as set forth by the Board of Behavioral Science Examiners following the Master's degree. Further information regarding such requirements may be obtained by writing to the Board of Behavioral Science, Examiners, 1020 "N" Street, Sacramento, California 95814.

Requirements

A minimum of 72 units is required for the master's degree in Marriage, Family and Child Counseling. Required courses are listed below and are designed to prepare the student for the California MFC license examination. Up to nine units of field lab (CPSY 305) may be included.

MASTER OF ARTS IN COUNSELING

Director: Lawrence A. Wolfe, Ph.D., Assistant Professor of Education

The Master of Arts Degree in Counseling is designed for those who seek to counsel in institutional or private settings where such a degree is part of their professional preparation. Such settings include public and private schools, community colleges, community agencies, groups engaged in vocational and career counseling, private clinics and personnel work. For those wishing to counsel at the elementary, secondary or junior college levels in the public school system, the program is also designed to meet requirements for the State Credential in Pupil Personnel Services. The Pupil Personnel Credential for elementary, junior high, and high schools may be earned with or without earning the M.A. degree. The Master of Arts degree in Counseling will not meet the content areas for licensing of California Marriage, Family, and Child Counselors.

Prerequisites

Applicants are evaluated in the light of previous experience and academic record. At least one year of post-bachelor's degree experience in a people-oriented activity is required. Exceptions are sometimes made when that experience is taken concurrently with the graduate program. The applicant should know that the Santa Clara program is primarily designed for the working professional, with courses offered in the late afternoons and evenings. Students are encouraged to either continue in their present employment, if suitable, or select situations where some application of counseling skills is possible. Preference will be given to those whose working milieu provides such application. Applications may be submitted at any time during the year. The admissions committee meets once each quarter, except summer quarter, to select the most highly qualified applicants. As there are more applicants than can be admitted to the counseling program, selection is based on a quota system.

Requirements

A minimum of 51 units is required for the Master's Degree in Counseling. If the applicant's background in psychology or related areas is weak, or if adequate work experience is lacking, as many as 9 additional units may be required. Courses are selected by the student and advisor with the ultimate professional goal of the student in mind. Courses to be included in the student's program for Counseling or for the Pupil Personnel Services Credential are listed on the following pages.



MASTER OF ARTS IN PASTORAL COUNSELING

Director: The Rev. Brian Hall, Rel.D., Visiting Associate Professor of Education

The program leading to the Master's degree in Pastoral Counseling and Development is ecumenical in scope, and follows the general guidelines for training set forth by the American Association of Pastoral Counselors. The program is designed for ministers, priests, and rabbis who wish to upgrade their counseling skills; directors of religious education, youth ministers, campus and educational religious workers who wish training in the helping relationship; graduates from accredited colleges and universities who aspire to work within a church setting and want to undertake pastoral counseling training prior to further theological education. One of the goals of the program is to foster the student's own synthesis between counseling, theology, and the total meaning of ministry. In this regard, the program will focus on skills in counseling, spiritual direction, and congregational development within a broad theological framework.

Prerequisites

In addition to the general requirements of the Graduate School of Humanities, candidates should have at least one year of church or people-related experience following their bachelor's degree, and sufficient background in religious studies (and/or endorsement by their church) to make pastoral counseling studies a meaningful experience.

Requirements

A minimum of 51 units is required for the Masters Degree in Pastoral Counseling. For those whose background in psychology, previous experience, or religious training is minimal, additional units up to 60 may be required. Required courses are listed below. Electives are selected with the ultimate professional goal of the student in mind. Required courses are listed on the following pages.

Pastoral Ministry Project: This is a requirement for all students in the Pastoral Counseling Master's program, and substitutes for the Comprehensive Examination required in all other counseling programs. Each student designs his or her own project with a faculty director, who oversees the project. The project results in a written paper that integrates pastoral practice with the individual's own faith tradition. Students in the project receive supervision of actual work in a pastoral situation.



MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Director: Lawrence A. Wolfe, Ph.D., Assistant Professor of Education

In order to meet the training standards of those positions requiring a two-year master's program (similar to the M.S.W. degree) the Master of Arts in Counseling Psychology is a two-year (72 quarter-unit) program. Up to nine units of Field Lab (CPSY 305) may be included. In addition to the six core courses required of all counseling students (200, 215, 218, 219, 220, 227), the following courses are required: 216, 217, 230, 306, 312, 318, 331, plus a three-course sequence to be selected with a faculty advisor. The remaining courses are elective.

Course Requirements for All Counseling Degrees

Required courses for the Counseling M.A. degrees are listed below. Elective courses are taken in addition to fulfill the total number of units in the student's program. Up to nine units of Field Lab (CPSY 305) may be included in the two-year program.

The following courses are required for all counseling programs:

200, 215, 218, 219, 220*, and 227

In addition, for each program respectively, the following courses are required:

Counseling

230, 300, 306, (or 307,
with permission), 318

MFC Counseling

211, 216, 217, 230, 273 or 274,
306, 311, 315, 318, and 333
(two quarters)

Electives are selected as follows:

two from 303, 312, 313, 316, 319, 369;
one from 214, 266, 277, 291, 314

PPS Credential

226, 230, 270, 300,
307, and 330 (two quarters)

Pastoral Counseling

211, 216, 290, 292, 293, 311,
318, 336

Counseling Psychology

216, 217, 230, 306, 312, 318, 331
plus a three or four-course
sequence to be selected with
faculty advisor

The following information is applicable to students in all counseling programs.

Academic Performance: A grade-point average of 3.00 (B or better) is required in CPSY 200, 219, and 227 for continuation in the program. This average is irrespective of grades earned in other courses. A 3.00 (B or better) grade point average is required throughout the degree program. Students falling below this average must make up the deficiency within the following quarter in order to continue in the program.

*220 not required for Pastoral Counseling

Sequence of Courses: CPSY 200, 218, 219, 220, and 227 must be taken during the first 21 units of study. CPSY 219 and 227 may not be taken concurrently. The practicums should be taken after sufficient course work is completed to make practicum a meaningful undertaking. Between 24 and 30 units is advised before requesting permission to take a practicum. Students wishing to gain experience in counseling prior to qualifying for practicum are encouraged to enroll in Field Experience 308 or Field Laboratory 305. Otherwise, the student is encouraged to pursue course work according to his or her interest and schedule, noting those courses which have prerequisites and planning accordingly.

Periodic Evaluations: The counselor education faculty periodically evaluates the student in the light of his performance and behavior. This is part of our commitment to the profession of counseling and to the clients it serves. Should the faculty judge that a student would not be an asset to this profession, the student will be asked to leave the program regardless of the number of courses already completed. Students will be contacted only when their evaluation is negative. Otherwise, they may assume that their performance is satisfactory.

Comprehensive Examination: A written comprehensive examination will be given during the last quarter of study or after all required courses have been completed. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. Sample questions will be available several weeks prior to the examination to allow for productive review. If needed, a second opportunity will be given to satisfactorily perform on the comprehensive examination. Passing the comprehensive examination is prerequisite to graduation. (Students who are seeking only the school counseling credential are exempt from the comprehensive examination.)



MASTERS DEGREE IN INTERDISCIPLINARY EDUCATION

Acting Director: Kenneth E. Blaker, Associate Professor

The Master of Arts with an emphasis in Interdisciplinary Education is a forty-five quarter unit program which allows the students to undertake coursework in the areas of counseling, learning handicaps, reading, and bilingual/crosscultural education. The student must take nine quarter units in each of the above areas, and then may select an additional nine quarter units of emphasis in any one of the areas.

This program is designed for experienced teachers who may wish to develop a broad range of competencies and experiences. Students completing this program will be better qualified to serve as resource teachers, school site principals, and school district consultants. Students who complete the program may wish to apply their units toward a specialist credential in any of the four major areas.

Prerequisites:

Students are required to have at least two years of teaching experience or written permission of the director.

Program Outline:

Students are required to take the following courses:

COUNSELING:

CPSY 200 Psychology of Interpersonal Communication
CPSY 218 Basic Concepts in Counseling
CPSY 227 Counseling Process and Problems

LEARNING HANDICAPS:

ED 240 Introduction to Learning Handicapped
ED 241 Diagnosis and Prescription for Learning Handicapped
ED 242 Intervention and Remediation for Learning Handicapped

READING:

ED 284 Reading in the Elementary School
or
ED 283 Reading in the Secondary School
ED 350 Diagnostic Techniques in Reading
ED 351 Prescribing for Reading Growth

BILINGUAL/CROSSCULTURAL EDUCATION:

ED 253 Problems and Issues in Bilingual/Crosscultural Education
ED 254 Teaching Strategies and Learning Styles in Bilingual/Crosscultural Education
ED 260 Sociocultural Overview of the Mexican American



THE MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION AND ADMINISTRATIVE SERVICES CREDENTIAL

Director: Lee Mahon, Ed.D.

The Master of Arts in Educational Administration coupled with the Administrative Services Credential is a 45 quarter-unit competency based approach to training prospective school administrators. Special emphasis is placed on the acquisition of competencies related to the areas of business management skills, interpersonal communications, leadership and issues, appropriate field experiences and other school related skills.

The M.A. in Educational Administration is designed to provide a sound theoretical and field-based learning experience for prospective administrators. Its courses will also be made available as staff development training for practicing administrators.

The M.A. in Educational Administration places an emphasis on instruction by practitioners from the field of education.

The Administrative Services Credential is applied for by the student at the completion of the Master of Arts in Educational Administration. Courses have been designed to meet the qualifications of both the degree and the credential within the same umbrella.

Prerequisites

In order to obtain the California State Service Credential in Administrative Services, the candidate must a) hold a valid teaching credential or pupil personnel credential, and b) demonstrate a minimum of three years of successful teaching or pupil personnel work.



Courses in Educational Administration

ED 360 Educational Foundations of Administration:

Leadership and Issues

ED 361 Educational Foundations of Administration:

Curriculum and Instruction

ED 362 Educational Foundations of Administration: School

Business and Management

ED 363 School Law for Administrators

ED 364 School Finance for Administrators

ED 365 Personnel Practices and Theories

ED 366 Socio-Political Aspects of Educational Administration

ED 367 Practicum in School Administration

ED 220 Research Methods

ED 230 Survey and Guidance of Exceptional Individuals

CPSY 200 Psychology of Interpersonal Communications

THE MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a professional degree in Special Education, Reading, Bilingual/Crosscultural Education, and in the teaching of English and History. The Master of Science degree in the Teaching of Mathematics is an equivalent degree in the teaching of secondary school mathematics.

The M.A. in Education degree specializing in Special Education is designed to develop specialized competencies for regular classroom teachers of all grade levels, as well as preparing teachers who function in specialized programs for the learning handicapped or gifted students.

The M.A. in Education with an emphasis in Bilingual/Crosscultural Education is designed to aid teachers who wish to develop and teach in educational programs that attend to the unique needs of learners who speak Spanish. The degree is recommended for the professional growth of elementary or secondary school teachers and community college instructors.

As a graduate program for teachers who already hold the State credential, the Master's Degree in Education provides a concentration in the candidate's teaching field and a specified core of graduate courses in professional education.

Specific requirements and prerequisites in each program within the Master of Arts in Education degree are listed below.

Bilingual/Crosscultural Education

Director: Ma. Teresa Delgado, Ph.D. (cand.) , Research Associate in Education

The core preparation program at the University of Santa Clara allows a student to develop understandings and demonstrable competencies in the area of Bilingual (Spanish/English) /Crosscultural Education, with a major focus on the areas of culture, language, and teaching strategies. Students will be able to earn one of the following:

- Specialist Credential in Bilingual/Crosscultural Education (Mexican/American)

- Master of Arts in Education/Specialist Credential with an Emphasis in Bilingual/Crosscultural Education

- Master of Arts in Education with an Emphasis in Bilingual/Crosscultural Education

Students will be able to earn the Specialist Credential in Bilingual/Crosscultural Education by satisfactorily completing a minimum of 38 quarter units. The combined program of Master of Arts in Education/Specialist Credential with an Emphasis in Bilingual/Crosscultural Education will require a minimum of 45 quarter units for completion, as does the single Master of Arts in Education Program with an Emphasis in Bilingual/Crosscultural Education. In the latter two, the student is able to develop an interdisciplinary minor which integrate course work from either counseling psychology, learning handicapped, or reading. Thus, the student is able to self-design both the major and minor concentrations, thus providing for an individualized program which will fulfill the needs of the student. This core preparation program is primarily designed for the full-time teacher in bilingual/crosscultural education who wishes to attend courses on a part-time basis. Participants attending courses on a part-time basis will be able to complete their

program in two years. However, it is possible for a full-time student to obtain the degree/credential in a full-time year of study.

Stipends Available

Under Title VII funding, stipends are available for students pursuing the combined program, Master of Arts in Education/ Specialist Credential with an Emphasis in Bilingual/Crosscultural Education, or the single program, Master of Arts in Education with an Emphasis in Bilingual/Crosscultural Education. Students pursuing solely the Specialist Credential in Bilingual/Crosscultural Education are eligible for the state Bilingual/Crosscultural Teacher Development Grant Program. Program participants who wish to be considered for admission and a stipend award should meet the following requirements:

1. Complete the application for the Graduate School of Humanities, which includes:
 - a. Submission of official transcripts of all college credit.
 - b. A minimum of three recommendations by individuals who have supervised and/or guided the applicant's professional development.
 - c. A personal letter of recommendation from a principal/supervisor/resource teacher describing the quality of classroom teaching experience the candidate has developed.
2. Have an academic achievement of a 2.75 grade point average or better, with a 3.0 grade point minimum in the major.
3. Present evidence of holding a valid California teaching credential.
4. Demonstrate acceptable performance of the Modern Language Association (MLA) Spanish Proficiency Examination or a comparable advanced Spanish proficiency examination judged appropriate by the Project Governance Committee for the Bilingual/Crosscultural Educational Programs.
5. Present a letter of intent stating educational objectives for the M.A. program, professional development plan in bilingual/ crosscultural education, and reasons for seeking a stipend award.
6. Complete a personal interview with two members of the Project Governance Committee demonstrating bilingual proficiency.
7. Complete a 250-word composition on an assigned topic dealing with a problem-solving situation in a bilingual education classroom.
8. Demonstrate mental, emotional, and physical fitness.
9. Upon formal admission to the program, each candidate will meet with the program director to discuss his or her course of study and the content of the prescribed courses. During this session, the candidate's experience, interests, and special needs will be discussed and taken into consideration in planning his or her program of studies. An interview will also be conducted with a member of the Department of Modern Languages for the purpose of reviewing the candidate's performance on the language proficiency examination and identifying

areas for continued language development through the prescribed Spanish courses offered in the proposed program. A summary of this interview will be communicated to the project director for periodic assessment. As *exit* criteria, the candidate will demonstrate acceptable mastery of the diagnosed Spanish language competencies by successfully completing an approved, norm-referenced test such as the MLA.

Courses in Bilingual/Crosscultural Education:

ED 106 Curriculum and Methods: English as a Second Language
ED 253 Problems and Issues in Bilingual/Crosscultural Education
ED 254 Teaching Strategies and Learning Styles in Bilingual/Crosscultural Education
ED 255 Advanced Seminar in Bilingual/Crosscultural Curriculum
ED 256 Research in Bilingual/Crosscultural Education
ED 257 Administration and Supervision of Bilingual/Crosscultural Education Programs
ED 258 Language-Reading Instruction in Spanish
ED 259 Teaching the Content Areas in Spanish
ED 260 A Sociocultural Overview of the Mexican-American
ED 335 Directed Teaching/Individual Study in Bilingual/Crosscultural Education
CPSY 276 Multicultural Approaches to Counseling in the Family and Community
CPSY 277 Multicultural Approaches to Counseling Children and Adolescents

English

Director: Jesse M. Gellrich, Ph.D., Assistant Professor of English

Prerequisites

An undergraduate English major or at least 30 quarter hours of credit in upper-division English courses, including courses in Chaucer, Shakespeare, American literature, and period surveys in English literature, a state secondary teaching credential, the equivalent of *two* years of full-time teaching or 60 quarter hours of graduate work (15 quarter hours beyond the 45 quarter hour minimum for the M.A.); a 3.00 g.p.a. in all upper-division work.

Requirements

1) A minimum of 25 quarter units of graduate credit in English beyond the normal requirements for the undergraduate major in English. Three of the five-unit courses must be graduate courses (200's); the other two may be upper-division undergraduate courses (100's). Students may transfer up to 10 quarter hours of graduate work into the program. Candidates who wish to apply for a Community College Credential must take two more graduate seminars in English and one more upper-division course in English in order to exceed the state requirement (36 qtr. hrs. — a minimum of 18 hrs. in graduate seminars and no more than 18 hrs. in upper-division courses).

2) *Education Requirements:* 12 quarter hours, including CPSY 200; Psychology of Interpersonal Communications, ED 270; Basic Issues in Education, and one of the following:

ED 214 The Developing Child
CPSY 215 Psychology of Family and Youth
ED 217 Social Learning Theory
CPSY 218 Basic Concepts in Counseling

The remaining three quarter-units may be selected from any 200 graduate level courses in Education.

History

Director: Mary McD. Gordon, Ph.D., Associate Professor of History

Prerequisites

A state secondary teaching credential, a bachelor's degree with a major in History or 40 upper-division quarter units in History; two year's experience of full-time teaching or equivalent.

Requirements

1) History A minimum of 25 units beyond the normal requirements for the undergraduate major. Fifteen of these twenty-five must be in graduate courses (200's), the remaining ten may be in upper division. Those seeking community college credentials must also take two additional 200 level courses and one additional 100 level course. Up to ten units of graduate work in History may be transferred into the program.

2) Education Requirements: 12 quarter units, including ED 200; Psychology of Interpersonal Communications, ED 270; Basic Issues in Education, and one of the following:

ED 214 The Developing Child
CPSY 215 Psychology of Family and Youth
ED 217 Social Learning Theory
CPSY 218 Basic Concepts in Counseling

The remaining three quarter-units may be selected from any 200 level courses in Education.

Special Education

Director: Joyce A. Gerard, Ph.D. Assistant Professor of Education

LEARNING HANDICAPPED

The program for the Master of Arts in Education with specialization in learning handicapped prepares teachers or therapists, pre-school through junior college, to work with students who have learning problems. Persons completing this program will be better qualified to cope with learning problems within the regular classroom or to serve as specialists with students referred, full or part time, from the regular classroom. Instruction emphasizes methods of educational diagnosis and design of educational programs for students who are unable to profit from the usual classroom curriculum. This program has been approved by the Commission for Teacher Preparation and Licensing;

eligible graduates receive the learning handicapped specialist credential. All specialist credentials require possession of a basic teaching credential (single or multi-subject) as well.

Prerequisite

California Teaching Credential or permission of the Director

Requirements

The successful completion of 45 quarter units is required for the Master of Arts Degree in Education with specialization in learning handicapped.

Program Outline

LEARNING HANDICAPPED:

- ED 230 Survey and Guidance of Exceptional Individuals
- ED 309 Field Experience
- ED 240 Introduction to Learning Handicapped
- ED 241 Diagnosis and Prescription for Learning Handicapped (*240)
- ED 242 Intervention and Remediation for Learning Handicapped (*241)
- ED 247 Measurement, Management, and Materials for the Non-Conventional Learner
- ED 248 Language: Structure and Function
- ED 220 Research Methods (*241)
- ED 332 Practicum: Learning Handicapped

EDUCATION:

- ED 350 Diagnostic Techniques in Reading
- ED 217 Social Learning Theory
- ED 270 Basic Issues in Education
- ED 314 Psychosocial Development of the School Age Child

COUNSELING:

- CPSY 200 Psychology of Interpersonal Communication
- CPSY 215 Psychology of Family and Youth

* prerequisite

Alternative Program Outline

This program can be adapted for those persons pursuing a career in a service field which does not require teaching credentials. The course of study is designed to acquaint the student with all aspects of exceptionality and also allow him or her to investigate a particular interest area in depth. Ten core courses are required and five additional courses are selected in consultation with the advisor.

REQUIRED COURSES:

- CPSY 200 Psychology of Interpersonal Communication
- ED 217 Social Learning Theory
- ED 220 Research Methods (*241)

* Prerequisite

ED 280 Survey and Guidance of Exceptional Individuals
ED 240 Introduction to Learning Handicapped
ED 241 Diagnosis and Prescription for Learning Handicapped (*240)
ED 242 Intervention and Remediation of Learning Handicapped (*241)
ED 247 Measurement, Management, and Materials for the
Non-Conventional Learner
ED 270 Basic Issues in Education
ED 309 Field Study

GIFTED**

The program leading to the Master of Arts degree with a specialization in education of the gifted is designed to make the student competent in all areas related to educating gifted pupils. The courses are designed to acquaint the student with characteristics of the gifted, identification, placement, counseling, curriculum, and various ways of preparing and maintaining qualitatively different programs at both the elementary and secondary levels. Emphasis is placed on the practical application of all theoretical considerations, and students will be expected to participate actively in synthesizing lessons and programs for use in real classroom settings. This program has been approved by the Commission for Teacher Preparation and Licensing; eligible graduates receive the gifted specialist credential.

Prerequisite

California Teaching Credential or permission of the Director.

Requirements

The successful completion of 45 quarter units is required for the Master of Arts Degree in Education with specialization in gifted education.

Program Outline

GIFTED EDUCATION:

ED 230 Survey and Guidance of Exceptional Individuals
ED 309 Field Experience
ED 261 Introduction to Gifted Education
ED 262 Techniques of Teaching the Gifted
ED 263 Advanced Considerations in Gifted Education
ED 247 Measurement, Management, and Materials for the Non-Conventional
Learner
ED 248 Language: Structure and Function
ED 220 Research Methods
ED 336 Practicum: Gifted Education

* Prerequisite

** This program will be offered beginning 1980-1981 school year only if there is a minimum of fifteen enrolled. Please contact the Director to determine status of this program.

EDUCATION:

ED 352 Reading in Content Areas

ED 217 Social Learning Theory

ED 270 Basic Issues in Education

ED 314 Psychosocial Development of the School Age Child

COUNSELING:

CPSY 200 Psychology of Interpersonal Communication

CPSY 215 Psychology of Family and Youth



THE TEACHER EDUCATION PROGRAM

Purpose

The Teaching Credential Program is designed to meet California State Credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act. The University of Santa Clara is approved by the Commission for Teacher Preparation and Licensing to recommend qualified candidates for the multi-subject (essentially elementary) teaching credential and the single-subject (essentially junior and senior high) teaching credential. All candidates for a teaching credential must complete the professional preparation program, including student teaching *and* must demonstrate subject area competency, either through completion of an approved program of study or an examination in the subject area (s) they plan to teach. These requirements are described in greater detail in sections that follow.

It is the aim of the Teacher Education Program at the University of Santa Clara to develop teachers who demonstrate excellence in both the theory and practice of teaching, who contribute positively to the children and adolescents of all abilities and backgrounds to grow in knowledge, competence, imagination, social responsibility, and self-esteem.

PRE-SERVICE PROGRAM

The Pre-Service Credential Program is a full-time, 45-unit program for prospective multi-subject teachers (elementary grades) and single-subject teachers (junior and senior high). The program includes graduate coursework in education foundations, curriculum design and teaching methods, and supervised student teaching. Candidates have the opportunity to work with students from diverse cultural and ethnic backgrounds as well as with students with exceptional needs. Piagetian psychology, peer teaching, the use of video recording equipment to improve teaching, and experience using a wide variety of teaching models are all a central aspect of training in this program. Students are usually placed in one or two schools for student teaching, allowing for peer collegiality and a spirit of close teamwork with a school faculty.

Most students complete the Pre-Service Program as a fifth year of study, although occasionally students who have completed all University course requirements for graduation by the end of their junior year (including their major requirements) are able to complete the program as their senior year. In such cases, a "fifth year of study" must be completed within five years to obtain a Clear Teaching Credential.

The Pre-Service Program is designed to provide extensive experience in the schools as well as a diversified course of study in educational theory and practice at the University. The program includes the following sequences:

Directed Teaching: ED 320, 311, 322, 323

This sequence provides experience in the classroom (first as an observer and teaching assistant, then as a student teacher) coupled with a weekly seminar at the University. ED 323, taken concurrently with ED 322, provides training in meeting the needs of students with exceptional needs in the regular classroom.

Foundations of Education: ED 250, 251, 250/251 Joint Seminar 252

This sequence draws from the disciplines of philosophy, psychology, and curriculum. Attention is focused on topics relating to the teaching learning process and the aims of education. The ED 250/251 Joint Seminar, taken concurrently with ED 250 and 251, includes training in interpersonal and intercultural skills and an introduction to special programs in education.

Teaching of Reading: ED 284, 285 or ED 283, 286

This sequence consists of courses in reading and literature appropriate to the age level one plans to teach.

Applicants to this program are accepted for the fall quarter only.

IN-SERVICE PROGRAM

The In-Service Credential Program is designed for persons who already have some teaching experience and/or academic background in professional education. A program of study for each individual will be prepared in consultation with the Director of Teacher Education. The design of the program will be determined by consideration of past coursework, teaching experience, and demonstrated teaching competencies. Most students in this program are working on completion of their "fifth year" requirement for the Clear Credential. When all requirements in our professional preparation program have been met, students in this program may apply coursework in a specialist program or a master's degree program toward completion of the fifth year requirement. The program may be completed on a part-time basis. Applicants are accepted during any quarter.

All persons considering application to the In-Service Program must first have a credential consultation with the advisor for basic teaching credentials. Contact the Graduate Humanities office to make this arrangement. There is a \$25 charge for this service.

Candidates who are interested in working concurrently on their basic teaching credential and their specialist credential in Learning Handicaps or Gifted should contact both the Director of Teacher Education and the Director of Special Education.

Admission Requirements

1. Academic achievement: candidates should have an overall grade point average of 2.75, with a 3.0 in their academic major.
2. Mental, emotional, and physical fitness.
3. A positive attitude toward the teaching profession and its responsibilities.
4. Demonstrated competence in reading, writing, and speaking English as attested to by coursework, a sample academic paper written within the past two years, and a recommendation from the applicant's major advisor.
5. Absence of criminal conviction that would preclude the issuance of a teaching credential.

6. Written letters of recommendation from one of the following:
 - (a) At least one professor from the student's major field (preferably the student's advisor)
 - (b) A teacher in elementary or secondary school who has supervised the student's practicum work. (For In-Service candidates who have had teaching experience, two letters from principals and/or supervisors must be submitted.)
 - (c) An employer or professional colleague who is well acquainted with the student's skills in working with youth
7. Verification of successful practicum work and/or experience with children or youth groups.
8. Interviews: with the Director of Teacher Education and another full-time faculty member of the Education Department.
9. A written statement, to be written at the time of the interview, that reflects the candidate's personal philosophy of education and commitment to the teaching profession. In-Service candidates will additionally be asked to summarize their goals for continuing their professional education at the University of Santa Clara.

APPLICATION FORMS ARE AVAILABLE IN THE GRADUATE HUMANITIES OFFICE (213 BANNAN HALL).

Applicants to the *Pre-Service Program* may apply any time between December 1 and May 1 for admission the following September. Qualified candidates are admitted as their applicants are received.

Applicants to the *In-Service Program* may apply at any time for entrance the following quarter.

TYPES OF BASIC TEACHING CREDENTIALS

I. Multi-Subject Teaching Credential

This credential is for those who plan to teach multiple subjects in a self-contained classroom (essentially elementary schools). As the specialist credentials (such as Special Education, Reading, Bilingual/Crosscultural Education) require that the person first hold a basic teaching credential, the multi-subject credential is also appropriate for those who seek these specialties, especially when their chief interest is working with elementary level students.

The academic major for undergraduates at Santa Clara who plan to obtain this credential is the General Humanities major (Pre-Teaching Emphasis). This major includes coursework distributed over four subject areas: English and communication skills, mathematics and physical and life sciences, social sciences, and humanities and the fine arts. Students who have not completed this program must pass a multiple subject exam (the Common Exams of the National Teacher Exam) in order to verify subject area competence.

II. Single-Subject Teaching Credential

This credential is for those who plan a teaching career in junior high or senior high schools in particular subject areas. California teaching credentials are available in the following subject areas: Agriculture, Art, Business, English, Government, History, Home Economics, Industrial Arts, Languages, Life Science, Mathematics, Physical Education, Physical Sciences, and Social Sciences.

At Santa Clara, nine single subject approved academic majors exist at this time: Biology, Chemistry, Combined Sciences, English, History, Mathematics, Physics, Psychology, and Sociology/Anthropology. Students who do not complete one of these approved programs or who wish to obtain a credential in an area for which we do not have an approved program must pass a subject area exam (the National Teacher Exam) in order to verify subject area competence.

Information regarding the National Teacher Exam is available in the Graduate Humanities office.

The minimum requirements for each teaching credential include (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution, (2) completion of an approved program of professional education, including student teaching, (3) completion of a state-approved subject area major or passage of a subject area exam (in the area one plans to teach), (4) demonstration of a knowledge of the various methods of teaching reading by completion of coursework or passage of an approved examination. Additional requirements for the Clear Credential include a fifth year of study, a course in Health Education, and a course in teaching children with exceptional needs in the regular classroom.

MASTER OF ARTS IN ENGLISH

Director: Jesse M. Gellrich, Ph.D., Assistant Professor of English

Prerequisites

An undergraduate major in English or its equivalent. Scores for the Graduate Record Examination are not required, but the Admissions Committee will consider them if they are submitted. Students must submit as part of their application a sample of their recent writing.

Requirements

1. Courses: 45 units of graduate credit in English. Students may enroll in a maximum of twenty quarter units of upper-division undergraduate courses (numbered 100-199), but at least 25 units of the required 45 must be taken in graduate courses numbered from 200 to 299.

2. Foreign Language: all students must demonstrate their proficiency in a foreign language by passing a two-hour written test in translation (with dictionary) before the end of their third quarter of graduate work. Students may propose foreign languages such as Italian, French, German, Latin, or Classical Greek, but the choice must be approved by the Graduate Director.

3. Examination or Thesis: upon completion of 35 units of course work and the language requirement, students choose, with the consent of the Graduate Committee, to take either a written examination or to submit a Master's thesis.

The examination, approximately four hours in length, is composed especially for each student from a reading list that is selected by the student and approved by the Graduate Committee at least two quarters in advance of taking the test.

The thesis must first be described by the student in a written proposal that must be formally accepted by a reading committee of three professors before any work on the project may be submitted. The completed thesis must be accepted by the reading committee. Students writing theses may take five or ten units of Thesis Direction (English 300) in lieu of an equal number of units of course work.

The examination and thesis are governed by additional regulations which are obtainable from the English Department. Students in the program will be held to the regulations that are in effect when they first enter the program or, in the event that they leave the program and are later reinstated in it, by the regulations that are in effect at the time of their reinstatement.

4. Registering and Advising: all students should remain in communication with the Graduate Committee or a professor in whose area of interest they are working. Registration in each quarter cannot be completed without the written approval of the student's Graduate Advisor.

5. Time Limit. From the date of initial registration in the Graduate Program, students are allowed a maximum of five consecutive years in which to satisfy all requirements for the degree.

THE MASTER OF ARTS IN HISTORY

Director: Thomas P. Turley, Ph.D., Assistant Professor of History

Prerequisites

1. An undergraduate major in History or at least twelve courses in History, covering at least two of the following areas: U.S., European, Third World (African, Asian, Latin American).
2. "B" average in undergraduate History courses.
3. Study of one foreign language at the undergraduate level.
4. Submission of GRE Math and Verbal scores upon application.

Requirements

1. Courses: 45 quarter units of graduate credit in History beyond the normal requirements for the undergraduate major. These units must be taken in graduate courses (200's) and in upper division courses (100's) with a grade of B or higher.
2. Language: Candidates must pass a written examination to demonstrate reading knowledge of French, German, or the language of the area of specialization. This examination should be taken during the candidate's first term of residency.
3. Examinations: Candidates must pass a written comprehensive examination in the final term of residency.
4. Thesis: Candidates may choose to present a thesis rather than take the comprehensive examination. The thesis must be accepted by the Department and defended by the candidate. History 300 (thesis) will be accepted for not more than ten units of graduate course work.

MASTER OF SCIENCE IN TEACHING MATHEMATICS

Director: David E. Logothetti, Ph.D., Associate Professor of Mathematics

Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper-division mathematics courses) .

Requirements

1) Mathematics: 35 to 45 quarter units of approved upper-division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.

2) Education: Up to 10 quarter units may be substituted for mathematics units. These units must be approved and taken in graduate status.



COURSES

Education

Graduate Courses

Note: Courses that are offered specifically for Counseling Psychology students are listed separately after the Education courses. Many of the courses are cross-referenced with Counseling Psychology.

ED 214 THE DEVELOPING CHILD (3)

Examination of the basic theoretical foundations of child development from infancy through middle childhood. Focus will be on developmental principles of growth and on psychosocial adjustment and conflict in the child's relationships with his family, school, and community. Both normal and exceptional development will be studied. Practical applications for parents, teachers, and counselors. CPSY 214

ED 217 SOCIAL LEARNING THEORY (3)

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage. CPSY 217

ED 220 RESEARCH METHODS (3)

Familiarization of the role of research and statistics in analyzing counseling and teaching. Review and interpretation of research literature. Methodology of formulating research proposals and thesis. CPSY 220

ED 221 RESEARCH METHODS IN LEARNING HANDICAPPED (3)

Familiarization with research and design in order to examine, interpret, and critique research in learning disabilities.

ED 230 SURVEY AND GUIDANCE OF EXCEPTIONAL INDIVIDUALS (3)

A course designed to acquaint teachers and counselors with the nature of problems with which exceptional individuals are confronted. "Exceptional" individuals are those who deviate noticeably from social and behavioral norms. This would include consideration of a variety of physical and mental handicaps, as well as consideration of individuals who are unusually gifted. CPSY 230

ED 234 CURRICULUM AND INSTRUCTION IN ELEMENTARY SCHOOLS: READING AND LANGUAGE ARTS (3)

An *introductory course* which provides an overall view of content taught in elementary school reading and language arts. Emphasis is placed on instructional strategies and the books and materials used in the elementary classroom.

ED 240 INTRODUCTION TO LEARNING HANDICAPPED (3)

This course presents an introduction to the area of learning handicapped. It is based upon an information-processing model which describes normal functioning and dysfunctioning of the individual. Rationales specific to the education of individuals with learning handicaps will be presented. It will be the task of each student to synthesize these rationales in terms of the basic information-processing model.

ED 241 DIAGNOSIS AND PRESCRIPTION FOR LEARNING HANDICAPPED (3)

This course is designed to build competence in the educator as a consumer of clinical information. Students will administer and interpret formal and informal educational assessment tools, and will learn how to synthesize their results with existent clinical information in order to build a clear behavioral picture of learning function and dysfunction in the individual. Prerequisite: ED 240 or equivalent.

ED 242 INTERVENTION AND REMEDIATION FOR LEARNING HANDICAPPED (3)

This course covers the translating of diagnostic information into effective educational programs for children with learning handicaps. The teacher will learn to administer educational evaluations for individuals and to incorporate this information into a multidisciplinary picture of the child's strengths and deficits. Special remediation approaches will be presented. Prerequisite: ED 241.

ED 247 MEASUREMENT, MANAGEMENT, AND MATERIALS FOR THE NON-CONVENTIONAL LEARNER (3)

This course covers general measurement techniques used to evaluate performance and potential of the student whose behavioral or learning problems have interfered with normal educational development. Teacher interpretation of general intelligence and achievement tests is included. Systems and techniques of management will be reviewed and critically appraised. Materials designed specifically for atypical learners will be examined in terms of motivation, programming, and individualization.

ED 248 LANGUAGE: STRUCTURE AND FUNCTION (3)

This course is designed to acquaint teachers with an overview of language. Terminology, historical background, acquisition, etiology and problems related to language disabilities in children will be discussed. Student involvement will include language sampling and informal analysis of language disorders. Emphasis will be given to the diagnosis of Language Disability leading to a sequential multisensory integration of phonics as a therapeutic tool in spelling, writing, and reading.



ED 250 SOCIAL FOUNDATIONS OF EDUCATION (4)

The first of three foundations courses, this course examines the philosophic and social bases of education. Designed to develop a carefully considered philosophy of teaching and learning. Value questions that relate to psychology and curriculum are explored. Required of all Pre-Service Teacher Education students. The course includes a joint seminar with ED 251 on interpersonal/intercultural communication and critical issues on education.

ED 251 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (4)

The second of three foundations courses draws from the disciplines of developmental and educational psychology. The course examines theories and patterns of learning, development, instruction, and individual differences as they relate to teaching practices and educational programs. Required of all Pre-Service Teacher Education students. The course includes a joint seminar with ED 250 on interpersonal/intercultural communication and critical issues in education.

ED 252 CURRICULUM FOUNDATIONS AND METHODS (7)

This third of three courses focuses on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students are given an opportunity to pursue their special interests related to such problems as the core curriculum, psychology of curriculum, subject- vs. student-centered approaches, and recent trends in the field. Required of all Pre-Service Teacher Education students.

ED 253 PROBLEMS AND ISSUES IN BILINGUAL/CROSSCULTURAL EDUCATION (3)

This course examines the philosophical, psychological, legal, and curricular aspects of bilingual/crosscultural education. Particular emphasis is placed on the problems surrounding the development and implementation of bilingual/crosscultural programs at various grade levels. Students will be given an opportunity to investigate special problems or issues pertinent to their school district.

ED 254 TEACHING STRATEGIES AND LEARNING STYLES IN BILINGUAL/CROSSCULTURAL EDUCATION (3)

This course examines a variety of teaching strategies which match student learning styles. Particular emphasis is placed on the diagnostic-prescriptive approach, field sensitivity and field independence, and learning modalities in the bilingual learner. Application of teaching strategies will be required by means of field experience.



ED 255 ADVANCED SEMINAR IN BILINGUAL/CROSSCULTURAL CURRICULUM (3)

This course focuses on the development of bilingual/crosscultural curriculum at both elementary and secondary levels. Special emphasis is placed on needs assessment techniques, development of objectives, implementation, and evaluation. Students will be afforded the opportunity to design bilingual/crosscultural curriculum for their own school or district.

ED 256 RESEARCH IN BILINGUAL/CROSSCULTURAL EDUCATION (3)

This course investigates the role of research and statistics in bilingual/crosscultural education. Students will review, discuss, and interpret bilingual/crosscultural research studies and their application to current program development. Students will be required to carry out an individual or small group research project related to their school district program.

ED 257 ADMINISTRATION AND SUPERVISION OF BILINGUAL/CROSSCULTURAL EDUCATION PROGRAMS (3)

This course focuses on the knowledge and competences needed to administer and supervise bilingual/crosscultural programs at school and district levels. Students will be required to demonstrate administrative and supervisory competencies and skills in field experience situations.

ED 258 LANGUAGE-READING INSTRUCTION IN SPANISH (3)

This course studies the concepts, approaches, and methods of teaching language and reading in Spanish. Attention is given to the psychological and linguistical aspects of the child's language acquisition and problems of transition from first to second languages. Students will be required to demonstrate their competencies in several field experience situations.

ED 259 TEACHING THE CONTENT AREAS IN SPANISH (3)

This course provides for an examination of the approaches, methods, and materials involved in teaching all content areas, with the exception of language and reading, in Spanish. This course will include the content areas of both the elementary and secondary levels, but the student may focus on the level or content area most applicable to his/her teaching or administrative position.

ED 260 A SOCIOCULTURAL OVERVIEW OF THE MEXICAN-AMERICAN (3)

This course is designed to examine three major topics: the Historical and Cultural Perspective, Mexican-Americans and the Principal Institutions in American Society, and the Aesthetic Dimension. The student will gain an understanding of the Mexican-American from the historical, political and anthropological perspectives; acquire an understanding of the relationship between the Mexican-American and the health, economic, political, and educational systems in American life; and obtain an overview of the poetry, literature, art, and drama/theatre of the Mexican-American.

ED 261 INTRODUCTION TO GIFTED EDUCATION (3)

This course presents an introduction to gifted education. The student will become familiar with the characteristics of gifted individuals and their attitudinal and motivational differences. Emphasis will be placed on the qualitative difference of gifted programs set forth by the State Department of Education. Each student will be expected to demonstrate his/her competence in synthesizing a model gifted program.

ED 262 TECHNIQUES OF TEACHING THE GIFTED (3)

This course is designed to acquaint the educator with the techniques of working with gifted students. The student will investigate current gifted programs as well as future trends in gifted education. Emphasis will be placed upon motivating, counseling, and guiding the gifted student. Course participants will also be expected to demonstrate competence in bringing gifted students to greater levels of learning independence and creativity.

ED 263 ADVANCED CONSIDERATIONS IN GIFTED EDUCATION (3)

This course is intended to acquaint the student with specialized considerations in gifted education. Learning theories will be discussed as bases for various gifted programs. Likewise, the role of administrators and planners in in-service education and the selection of teachers will be investigated. The student will be expected to demonstrate competence in synthesizing techniques of working with gifted students in regular classroom, part-time grouping, and self-contained situations.

ED 270 BASIC ISSUES IN EDUCATION (3)

The theory and practice of thinking critically about issues in present day education. Select issues in teaching and counseling are analyzed which reflect underlying value conflicts within society.

ED 283 READING IN THE SECONDARY SCHOOLS (3)

A course designed to examine various facets of the teaching of reading in the junior and senior high schools. Attention will be given to representative approaches, methods and materials to be employed when teaching reading skills relevant to these grade levels. Diagnostic—prescriptive teaching of reading will be emphasized.

ED 284 READING IN THE ELEMENTARY SCHOOLS (3)

A course in which emphasis is placed on the many aspects of the teaching of reading in the elementary schools. Included is an examination and critique of the more notable reading approaches, methods and materials. Diagnostic—prescriptive teaching of reading will be emphasized.

ED 285 CHILDREN'S LITERATURE (3)

Exploration of literature written for children; history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

ED 286 ADOLESCENT LITERATURE (3)

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature to adolescents. Designed for the junior high and senior high teacher of all subject areas. Issues relating to adolescent development will be an integral part of the course.

ED 301 THE READING PROCESS (3)

A course designed to examine in detail the various theoretical components of the reading process. Particular attention is given to the contributions made from psychology, linguistics, and psycho-linguistics. Implications for instructing the bilingual or dialectally different student is included.

ED 307 MEASUREMENT AND EVALUATION (3)

Theory and practice of standardized test development and testing procedures. Introduction to statistics as they are employed in test development. Includes a critical analysis of standardized group test selection, administration, and interpretation. CPSY 307

ED 309A FIELD EXPERIENCE (1-6)

Designed for those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student, and to be over and above what the student is normally engaged in. As a general rule, 20 hours of instruction or 40 hours of qualified experience is equivalent to one unit of credit. Advisor's permission is required.

ED 309B FIELD EXPERIENCE WITH EXCEPTIONAL INDIVIDUALS (1-6)

Designed for students who seek the specialist credential and/or master's degree in the area of Learning Handicaps. The field experience project must be over and above what the student is normally engaged in and must have a significant bearing on the student's training. As a general rule, 40 hours of qualified experience is equivalent to one unit of credit. *Advisor's permission is required prior to registration.*

ED 310 INDEPENDENT STUDY (1-6)

Supervised research initiated by the student. A proposal must be submitted and approved by a faculty advisor *prior to registration.*

ED 314 PSYCHOSOCIAL AND MORAL DEVELOPMENT IN CHILDREN AND ADOLESCENTS (3)

In-depth examination of current research and practice relating to social, cognitive, and moral development of the school age child, including adolescence. Primary theorists studied will be Piaget, Kohlberg, Selman, and Erikson. Opportunities for students to design curriculum or counseling interventions appropriate for their interests or professional goals. CPSY 314

ED 320 DIRECTED TEACHING I (Fall quarter) (4)

This is the first in a student teaching sequence of three courses which is designed to introduce the Teacher Credential candidate to curriculum and instruction in the public schools at all levels. Morning practicums are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. Prerequisite: Admission to the Teacher Education Program.

ED 321 DIRECTED TEACHING II (Winter quarter) (5)

The second course in the directed teaching sequence is designed for the Teacher Credential candidate who will engage in teaching under the supervision of an experienced resident teaching in the public schools. Students are assigned to specific teaching positions in the morning, while taking coursework in the afternoon, thereby facilitating the interrelating of theory and practice. Prerequisite: ED 320.

ED 322 DIRECTED TEACHING III (Spring quarter) (12)

The last course in the directed teaching sequence is designed to offer a full time student teaching experience. Prerequisite: ED 321.

ED 323 DIRECTED TEACHING: SPECIAL STUDENTS (3)

This course is designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching students who have special needs. Focus is on mainstreaming.

ED 324 DIRECTED TEACHING FOR IN-SERVICE TEACHER EDUCATION STUDENTS (6-12)

Designed for students in the In-Service Program who are completing their Directed Teaching Requirement. Includes supervised student teaching and a weekly seminar at the University.

ED 332 PRACTICUM: LEARNING DISABILITIES (1-6)

A supervised field experience in diagnosing and teaching students with learning disabilities. Designed to be a concluding course as a part of the master's degree program. A variety of settings, e.g., classroom, clinic, private school, etc. is available for completing the practicum. *Enrollment is limited and permission to enroll must be obtained well in advance of registration.*

ED 334 PRACTICUM: READING (3-6)

Provides practical field experience to enable the reading specialist to acquire and demonstrate competencies through intensive, extensive, and realistic experience in diagnosis, prescription, instruction, administration and evaluation. Those enrolled are provided with opportunities to gain experience in areas of special focus, e.g., working with linguistically or culturally different students. Prospective reading specialists are to enroll for 3 to 6 quarter units. Experience in reading instruction will dictate the number of units. Individuals enrolling in the course must participate in 40 hours of experience in the schools for each unit earned. Particular aspects of each student's practicum are to be worked out in conjunction with the program director. An individual may not enroll in the practicum until he/she has completed the majority of required course work. Program director's permission is required for enrollment.

ED 335 DIRECTED TEACHING/INDIVIDUAL STUDY IN BILINGUAL/CROSS CULTURAL EDUCATION (1-6)

This course provides extensive field experiences to enable the bilingual/crosscultural specialist to acquire and demonstrate competencies needed in bilingual/crosscultural education. Provides opportunities for advanced students to gain experience in areas of special focus, e.g., the gifted bilingual student. Those enrolled must participate in 40 hours of experience in the schools for each unit earned. This course is required of those students not currently working in bilingual/crosscultural classrooms. Prerequisite: Prior approval of instructor.

ED 336 PRACTICUM IN GIFTED EDUCATION (1-6)

This course offers experience in applying the theories and techniques of educating gifted students. Course participants will work directly with local gifted programs to gain first-hand knowledge of successful motivational and counseling techniques. Students will be expected to analyze and evaluate all field experiences.

ED 350 DIAGNOSTIC TECHNIQUES IN READING (3)

This course is one in which emphasis is placed on diagnostic procedures used to assess reading ability. Students are introduced to a representative sampling of major diagnostic tools (formal and informal). This course should help the student develop a critical and realistic understanding of the instruments. Those enrolled are required to administer a battery of assessment devices and interpret the results under the guidance of the instructor. Prerequisites: ED 283 or ED 284, and ED 307. For those enrolled in the Special Education program, the only prerequisite is ED 241.

ED 351 PRESCRIBING FOR READING GROWTH (3)

This is a continuation of the previous course (ED 350) . Emphasis is placed on designing individual prescriptive programs in light of the outcome of diagnosis. Those enrolled must demonstrate proficiency in prescribing and implementing appropriate methods and materials for those individuals whose reading ability they have assessed. Prerequisite: ED 350.

ED 352 READING IN THE CONTENT AREAS (3)

Presents a rationale for the involvement of all subject area teachers in the improvement of the reading capability of their students. Emphasis is placed on methods and materials for teaching both process and content in the subject matter areas. Includes field experience.

ED 358 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS (3)

Centers on the study of processes and procedures for planning, implementing, supervising, and evaluating school and district reading programs. Particular emphasis is placed on the role of reading specialists in these undertakings. Requires those enrolled to observe and critique local school reading programs and to develop a comprehensive reading program. Prerequisites: ED 283 or ED 284, ED 350, and ED 351.

ED 359 RESEARCH IN READING (3)

Designed to provide an exploration into the major contributions to the field of reading. Emphasis will be placed upon an analysis of current reading practices and trends, and techniques for conducting reading research.

ED 399 THESIS (3-6)

Thesis is optional and is usually selected by those individuals who are preparing for doctoral studies. The thesis is to be concerned with a recognized problem in the particular field of specialization of the advanced student. It should make a scholarly contribution to the extant body of knowledge in this area, and provide a review of principal sources. Format will be according to the American Psychological Association's format. Supervision and review of the thesis will be provided by faculty member (s) designated by the Chair of the Education Department.



Counseling Psychology

Graduate Courses

CPSY 200 PSYCHOLOGY OF INTERPERSONAL COMMUNICATIONS (3)

The theory and process of interpersonal communication with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem solving and conflict resolution. The skills are presented as being fundamental for more advanced counseling and therapeutic techniques and have wide application to counseling and non-counseling settings wherever effective communication is desired.

CPSY 211 HUMAN SEXUALITY (3)

An introductory course which explores the physiological and role development of human sexuality, plus sexual response and forms of sexual expression. Includes a survey of laws and ethics regarding sexual expression. In addition, sexual dysfunctions and treatment based on the work of Masters and Johnson will be presented.

CPSY 214 THE DEVELOPING CHILD (3)

(See ED 214, p. 40)

CPSY 215 PSYCHOLOGY OF FAMILY AND YOUTH (3)

This course concerns itself with the discovery and treatment of emotionally and socially maladjusted children with emphasis on the systems approach to counseling families. A study is made of the family, the school, and the community in relation to children's mental health. Opportunity is provided for observing and discussing the family counseling techniques which apply the principles and theories developed by Alfred Adler and Rudolph Dreikurs, the forerunners of conjoint family therapy.

CPSY 216 COUNSELING THE ADULT (3)

An experiential study of adult transition and passages with focus on personality integration and the search for meaning. The study will include self-fulfilling and self-defeating behaviors in the personal, social, and transpersonal realms of adult functioning, and will deal with counseling strategies and processes relevant to this area. Prerequisite: CPSY 227.

CPSY 217 SOCIAL LEARNING THEORY (3)

(See ED 217, p. 40)

CPSY 218 BASIC CONCEPTS IN COUNSELING (3)

This course provides an introductory survey of fundamental concepts in counseling theory, psychopathology, and personality. Theories of Rogers, Ellis, Perls, Wolpe, Freud and Jung are among those to be considered.

CPSY 219 PSYCHOLOGY OF GROUP COUNSELING (3)

An introductory laboratory training course in small-group dynamics. Techniques of small group leadership are supplemented by experience in group participation. Enrollment limited. Prerequisite: CPSY 200. CPSY 218 recommended. CPSY 219 may not be taken concurrently with CPSY 227.

CPSY 220 RESEARCH METHODS

(See ED 220, p. 40)

CPSY 226 PRINCIPLES AND PROCEDURES IN GUIDANCE (3)

An introduction to the study of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics, and legal aspects. Use of data processing in education, particularly in pupil personnel services. To be taken prior to CPSY 330. Prerequisites: CPSY 219, 220, and 227.

CPSY 227 COUNSELING PROCESS AND PROBLEMS (3)

An introductory course with training in the skills of personal counseling. Concepts and strategies from various approaches will be examined. Students will gain experience both as counselors and as clients through weekly dyad counseling sessions. Prerequisites: CPSY200 and CPSY218. May not be taken concurrently with 219.

CPSY 230 SURVEY AND GUIDANCE OF EXCEPTIONAL INDIVIDUALS (3)

(See ED 230, p. 40)

CPSY 266 COUNSELING THE ADOLESCENT (3)

Viewing the adolescent from a developmental, sociological and psychological dimension, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age.

CPSY 273 FAMILY AS AN INSTITUTION (3)

This course is concerned primarily with the sociology of the family, particularly family systems as they exist in the United States. Such topics as the family cycle of growth and development, role concepts, need-gratification within the family system, minority family systems, diverse family systems, one parent families, differing kinship relationships, and the family as a legal-social system will be explored.



CPSY 274 CHRISTIAN PERSPECTIVES ON MARRIAGE AND FAMILY (3)

This course begins with a consideration of the mixed perspective Christians of the first generation inherited from the Old Testament and other parts of Jewish tradition. It continues the historical inquiry into the New Testament treatment of divorce and remarriage, then through the late Empire and early medieval attitudes. After these come considerations of modern and contemporary Christian thinking on sexuality, on the meaning of marriage, fidelity, birth-control, family, divorce, and remarriage — with special consideration of recent disagreements and changes.

CPSY 275 COUNSELING AND HUMAN VALUES (3)

Clarification of societal and personal values confronting the counselor. Modeling the different counselor roles that follow from different conceptions of man, knowledge and the world. Ethical positions to be taken on controversial matters such as the degree of control over one's body, directive and non-directive client assistance, the obligation to keep a professional secret, etc.

CPSY 276 MULTICULTURAL APPROACHES TO COUNSELING IN THE FAMILY AND COMMUNITY (3)

This course focuses on the application of the theory and process of interpersonal communications in a multicultural setting. Students will be required to demonstrate counseling competencies which reflect their knowledge of various cultures and their cultural sensitivity in family and community settings. Prerequisite: CPSY 200 or equivalent.

CPSY 277 MULTICULTURAL APPROACHES TO COUNSELING CHILDREN AND ADOLESCENTS (3)

This course focuses on the application of the theory and process of interpersonal communications between adults and youth in a multicultural setting. Students will be required to demonstrate their knowledge of various cultures and their cultural sensitivity by means of counseling sessions with culturally different students. Prerequisites: CPSY 200 or equivalent.

CPSY 280 COUNSELING THE ELDERLY (3)

An overview of mental health problems and issues that concern the elderly. Also includes a consideration of the range and variety of physical, social, and medical settings in which the elderly must cope. Attention is given to counseling techniques that seem best suited for working with an elderly population. Field experience and/or taped interviews with elderly "clients" is a required part of the course.



CPSY 290 SEMINAR IN PASTORAL COUNSELING

Includes the history and development of pastoral counseling, its theological and biblical foundations, special techniques of the pastoral counselor, institutional and professional relationships, spiritual and ethical issues involved in counseling within the church setting.

CPSY 291 COUNSELING TERMINALLY ILL AND FAMILY (3)

Deals with the human responses to death and to the process of dying in its principal aspects: physical, emotional, familial, social, and spiritual. Participants examine diverse cultural and religious attitudes to death and grief, and sensitize themselves to the range and effects of human encounters with death. The effects of terminal illness on patients, their families, and professional caregivers will be identified, along with the effective styles and techniques of counseling.

CPSY 292 PSYCHOLOGY OF RELIGIOUS EXPERIENCE

A psychological investigation of individual religious experience including prayer, meditation, mystical and higher consciousness, and parapsychological experience. The relevance of these to the work of the pastoral counselor and other religious leaders will be explored.

CPSY 293 PASTORAL MINISTRY SEMINAR (1)

Required of all students in Pastoral Counseling, the class meets twice a month for three consecutive quarters. Students register in each quarter; they must acquire a total of three (3) units. The purpose of the seminar is the study and integration of theology (moral and systematic) and biblical studies with pastoral practice and tradition. It is also preparation for the Pastoral Ministry Project.

CPSY 294 ADVANCED PASTORAL SEMINAR I: LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT (3)

The course is designed to familiarize students with research and methodology in leadership and organizational development. Specific training is given in Communal Discernment, value based congregational development, systems analysis, and management design. Students may specialize in projects related to church or ministry.

CPSY 295. ADVANCED PASTORAL SEMINAR II: STUDIES IN PRACTICAL SPIRITUALITY (3)

In-depth study of selected classics from western spiritual tradition, and their application to counseling and spiritual guidance. Prerequisite: CPSY 292.

CPSY 300 CAREER DEVELOPMENT AND LIFE PLANNING (3)

An examination of life styles and methods for providing vocational and educational guidance across the age span. Analysis of the relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.). Techniques for assisting the client in effective use of educational and occupational information in decision making.

CPSY 303 RATIONAL EMOTIVE THERAPY (3)

This course will cover the theory and applications of rational emotive therapy. Students will learn through direct experience the application of this method. Prerequisite: CPSY 200.

CPSY 305 FIELD LABORATORY

Field Laboratory (\$10 per unit) --an outside training and experience related to the student's professional goals. A description of the training and permission from a faculty member must be obtained before registering for these units. Nine units are allowed in the two-year Master's programs, and three are allowed for the 51-unit programs. Students enrolled at Santa Clara prior to the Fall Quarter, 1978, are not allowed to take CPSY 305, and should enroll in the current CPSY 309 Field Experience at full tuition if such units are desired.

CPSY 306 DIAGNOSTIC TESTING (3)

A course designed to acquaint counselors with the use of individual assessment techniques, projective tests, personality inventories, and other tests used primarily in professional and marriage, family and child counseling settings. Prerequisite: CPSY 318.

CPSY 307 MEASUREMENT AND EVALUATION (3)

Theory and practice of standardized test development and testing procedures; the applications and limitations of standardized tests; techniques of administering and interpreting group tests.

CPSY 308 WILSON CENTER FIELD EXPERIENCE (3)

Weekly seminars for developing and practicing basic counseling skills with video-tape feedback. Six hours per week arranged at Wilson Center for on-site one-way mirror observation of family and child counseling sessions with professional staff discussing aspects of the counseling observed after each session. An excellent opportunity for students to become involved in counseling early in the program before taking practicums. Prerequisite: CPSY 200.

CPSY 309 FIELD EXPERIENCE (1-6)

(See ED 309A, p. 45)

CPSY 310 INDEPENDENT STUDY (1-6)

(See ED 310, p.46)

CPSY 311 PSYCHOLOGY OF MARRIAGE COUNSELING (3)

This course will present methods for premarital, marital, sexual and divorce counseling. The student will become familiar with these methods through readings and role playing. Prerequisites: CPSY 211 and CPSY 227. Not open to students in the 51-unit counseling program.

CPSY 312 COUNSELING FOR CONTEMPORARY PROBLEMS (3)

Counseling approaches used in crisis intervention with drug and alcohol addiction, abortion, suicide, terminal illness, etc., where short term, immediate intervention is required. Procedures in dealing with clients and their families caught in these dilemmas will be discussed.

CPSY 313 PSYCHODRAMA (3)

This course will cover the theory and applications of psychodrama to a variety of counseling situations. Students will gain experience by direct participation in psychodrama. Prerequisite: CPSY 200.

CPSY 314 PSYCHOSOCIAL AND MORAL DEVELOPMENT OF THE SCHOOL-AGE CHILD (3)

(See ED 314, p. 47)

CPSY 315 ADVANCED SEMINAR IN FAMILY COUNSELING (3)

Designed for students in the MFC program. This course examines in greater depth the systems approaches presented in CPSY 215 as well as introduces various strategies and procedures appropriate to working with families. Opportunity is provided to practice counseling skills with simulated families. Prerequisites: 215, 227, 273 recommended. Not open to students in the 51-unit counseling program.

CPSY 316 IMAGERY AND THE GUIDED DAYDREAM (3)

A clinical training seminar in the use of imagery, symbols, structured and unstructured guided daydreams. Emphasis will be on the experiential use of symbols as the bridge between the conscious and unconscious, on understanding this important language of right brain functions, and processes, problems and strategies for using imagery in counseling. Prerequisite: CPSY 227.

CPSY 318 PSYCHOPATHOLOGY (3)

The dynamics and classification of abnormal behavior including neurosis, psychosis, character disorders, psychosomatic reactions and other abnormal personality patterns. Designed to acquaint the student with the mental health and clinical frame of reference. Prerequisite: CPSY 218 and one course in abnormal psychology.

CPSY 319 ADVANCED SEMINAR IN GROUP PSYCHOLOGY (3)

An intensive seminar designed to help students who wish to increase their competencies in group leadership. Co-facilitation of a group, followed by a critique, is a required part of the seminar. Participants should be able to evaluate various leadership styles and strategies for purpose of determining the leadership style that is best suited for each individual. Prerequisite: Permission of the instructor.

CYPS 328 CLINICAL GERONTOLOGY (3)

This course is designed to increase knowledge of the older person with emphasis on assessment of the total personality in life situations and appropriate therapeutic interventions. Also included is attention to the aging process, crises that are specific to older persons, consideration of psychological pathology that is unique to older persons.

CPSY 329 COUNSELING IN A CLINICAL SETTING: (3)

An orientation to those skills and procedures unique to mental health centers, hospital facilities, and other treatment centers utilizing the medical model in psychodiagnostic procedures. Includes an introduction to the brief therapy model. Prerequisite: CPSY 227

CPSY 330 COUNSELING PRACTICUM: IN SCHOOL (3)

Field experience which includes supervised experiences in educational, vocational, and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. By permission only.*

CPSY 331 COUNSELING PRACTICUM: AGENCY (1-6)

Field experience which includes supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. Designed to come in the second half of the counseling program after completion of the counseling core. *By permission only.*



CPSY 333 COUNSELING PRACTICUM: MARRIAGE, FAMILY, AND CHILD (1-6)

Supervised field experience designed specifically to meet the license requirements for California. A licensed supervisor will conduct weekly seminars for consultation and discussion of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *By permission only.*

CPSY 336 PASTORAL PRACTICUM (2)

A weekly interdisciplinary case seminar combined with individual supervision of pastoral counseling cases. This will take place in a local community pastoral counseling center. Students entering the practicum must be present at the counseling center for three consecutive quarters. Students register in each quarter; they must acquire a total of six units. Prerequisites: CPSY 200 and 290.

CPSY 369. SEX THERAPY (3)

The course is designed to familiarize students with the principles of sex therapy, differential diagnosis and options in the treatment of sexual dysfunction. Students will participate in exercises to facilitate their ability to elicit and perceive relevant information for such diagnosis and treatment. Prerequisites: CPSY 211 and 311.

Deals with theory and techniques of sex therapy. Prerequisites: CPSY 211 and 311.

CPSY 399 THESIS (3-6)

(See ED 399, p. 49)

ENGLISH

NOTE. Authors and topics listed in the following course descriptions are typical rather than definitive. Not all of them are necessarily included every time a course is offered, and others not listed here may be included. Courses numbered 101 through 187 are ordinarily offered at least once every two years, courses 201-262 less frequently, and courses 299 and 300 every quarter as required.

101. LINGUISTICS

General survey of the science of linguistics: phonology, morphology, syntax, grammar, and usage.

102. MODERN GRAMMAR

Analysis of the basic problems of describing grammatical structure; traditional, structural, and transformational-generative grammars.

- 103. HISTORY OF THE ENGLISH LANGUAGE**
The origin, structure, and development of the English language. Special attention to the morphology and syntax of Old English.
- 104. THEORY OF LITERATURE**
Study of literary theory from Aristotle to the present.
- 110. CLASSICAL DRAMA**
Greek and Roman plays in translation.
- 111. CONTINENTAL DRAMA**
See Theatre Arts 111.
- 112. MODERN DRAMA**
See Theater Arts 112.
- 113. ENGLISH DRAMA I**
Non-Shakespearean drama in England to about 1750. Medieval drama, Marlowe, Ford, Webster, Jonson, Dryden, Wycherly, Congreve.
- 114. ENGLISH DRAMA II**
Drama in England since about 1750. Goldsmith, Sheridan, Wilde, Shaw, Synge, O'Casey, Pinter.
- 116. SHAKESPEARE'S TRAGEDIES**
- 117. SHAKESPEARE'S COMEDIES**
- 118. SHAKESPEARE'S HISTORIES AND SONNETS**
- 119. AMERICAN DRAMA**
See Theatre Arts 119.
- 130, 131, 132. STUDIES IN AMERICAN LITERATURE I, II, III**
Intensive studies of selected authors, movements, or problems in American literature.
- 133. AMERICAN POETRY**
Historical study of American poetry. Taylor, Bryant, Poe, Emerson, Longfellow, Whitman, Dickinson, Robinson, Frost, Eliot, Stevens.
- 134. AMERICAN NOVEL**
Historical study of the American novel. Cooper, Hawthorne, Melville, Twain, James, Dreiser, Faulkner.

143, 144, 145. COMPARATIVE LITERATURE I, II, III

Studies in the forms, themes, and styles of continental European literature and their influence on English literature.

146. MODERN FICTION

Selected works of Continental, English, and American fiction that are peculiarly "modern" in sensibility or style. Flaubert, James, Proust, Joyce, Gide, Kafka, Mann, Woolf, Faulkner.

147. THE BIBLE AND LITERATURE

The Bible as literature and its influences upon secular forms and works.

152. CHAUCER

155. MEDIEVAL LITERATURE

A study in translation of English literature from the Norman Conquest to 1485. Beowulf, medieval drama, Sir Gawain, Langland, Chaucer, Malory.

156. RENAISSANCE

Nondramatic literature of England from 1485 to 1603. Sidney, Spenser, Marlowe, Shakespeare.

157. SEVENTEENTH CENTURY

Nondramatic literature of England from 1603 to 1660. Jonson, Donne, Herrick, Milton, Marvell, Herbert, Browne.

158. MILTON

159. NEO-CLASSICAL LITERATURE

Literature of England from 1660 to 1798. Dryden, Pope, Swift, Johnson, Boswell, Goldsmith.

160. ROMANTIC MOVEMENT

Nondramatic literature of England from 1798 to 1832. Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats.

161. VICTORIAN LITERATURE

Nondramatic literature of England from 1832 to 1900. Carlyle, Newman, Tennyson, Browning, Ruskin, Morris, Arnold, Pater.

162. MODERN ENGLISH LITERATURE

The nondramatic literature of England in the 20th century. Wilde, Hardy, Hopkins, Conrad, Lawrence, Eliot, Auden, Graves, Forster, Woolf, MacNeice, Thomas.

- 164. ENGLISH NOVEL I**
The English novel in the 18th Century. Defoe, Richardson, Smollett, Sterne, Fielding, Austen.
- 165. ENGLISH NOVEL II**
The English novel in the 19th Century. Scott, the Brontes, Dickens, Thackeray, Trollope, Eliot, Meredith, Butler.
- 167. IRISH RENAISSANCE**
Irish literature in English of the late 19th and the 20th centuries. Yeats, Synge, Russell, Lady Gregory, Colum, O'Casey, Stephens, Joyce, O'Connor, O'Faolain.
- 181. SENIOR SEMINAR**
A Seminar in English or American literature for senior English majors. Admission by invitation or permission of the instructor.
- 182. HONORS SEMINAR**
A seminar in literature for students in the University Honors Program.
- 183, 184, 185. SPECIAL TOPICS IN LITERATURE I, II, III**
Courses in major authors, literary movements, or themes.
- 186. SPECIAL TOPICS IN DRAMA**
See Theater Arts 186.
- 187. SPECIAL TOPICS IN LITERARY CRITICISM**

Graduate Courses

- 201. SEMINAR IN POETRY (5)**
- 202. SEMINAR IN CRITICISM (5)**
- 203. SEMINAR IN DRAMA (5)**
- 204. SEMINAR IN FICTION (5)**
- 216. SEMINAR IN SHAKESPEARE (5)**
- 230. SEMINAR IN AMERICAN LITERATURE (5)**
- 244. SEMINAR IN COMPARATIVE LITERATURE (5)**

- 252. SEMINAR IN CHAUCER (5)**
- 255. SEMINAR IN MEDIEVAL LITERATURE (5)**
- 256. SEMINAR IN RENAISSANCE LITERATURE (5)**
- 259. SEMINAR IN NEO-CLASSICAL LITERATURE (5)**
- 260. SEMINAR IN ROMANTIC LITERATURE (5)**
- 261. SEMINAR IN VICTORIAN LITERATURE (5)**
- 262. SEMINAR IN MODERN LITERATURE (5)**
- 299. DIRECTED RESEARCH (5)**
Permission of instructor and chairman required. No more than ten units of Directed Research will be counted toward the 45 units required for an M.A. or M.A.T. in English.
- 300. THESIS DIRECTION (5)**
Students writing a thesis may register for this course twice. They may register only after a thesis supervisor has been appointed and a thesis topic approved by the Department.

HISTORY

- 102. SOCIETY AND THE SEXES IN WESTERN CIVILIZATION**
A survey of the social relationship between the sexes, including the daily lives of women in pre-industrial and industrial society, male attitudes toward women in western thought, feminism, and the nineteenth century women's movements.
- 110. EUROPEAN CULTURE AND SOCIETY**
A brief introduction to European culture and civilization from the end of the Middle Ages to the beginning of the twentieth century. Chief emphasis will be on the relationships of cultural forms, in the sense of letters, the fine arts and music, and social developments.
- 117. ANCIENT GREECE**
Greece from the Minoan period to the death of Alexander the Great.
- 118. ROMAN REPUBLIC**
Rome from the origins of the city to the collapse of the Republic and the establishment of a military dictatorship.

120. WESTERN BARBARIANS, 500-1100

The barbarians of Western Europe from their first appearance on the borders of the Roman Empire to their eventual civilization.

121. CRUSADING AGE, 1000-1450

Europe from the formation of an aggressive, united Christendom to the collapse of unity with the rise of nation-states.

124, 125. MEDITERRANEAN EUROPE

A history of the Mediterranean basin, stressing its importance in the development of European societies and economics.

126. RENAISSANCE AND REFORMATION: EUROPE, 1350-1610

Autumn of the Middle Ages; the Renaissance as a cultural movement; the religious upheaval and its consequences; Europe and the Ottoman Empire; overseas expansion and the price revolution; Europe divided.

127. AGE OF REASON AND THE OLD REGIME: EUROPE, 1610-1789

Continuation of religious and dynastic struggles; advance of scientific thought and its consequences; church, state, and social structure; world empires and balance of power.

128, 129. GERMANY

A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the Third Reich.

130. IRELAND

A study of Irish history since the Reformation emphasizing conflict between the Protestant ascendancy and the Catholic population. The successive struggles for home rule and an independent republic. The modern division of Ireland.

131, 132. ENGLAND

Growth of the English state and constitution. Continental ambitions of England during the Middle Ages; Tudors and the English reformation; constitutional struggle under the Stuart monarchs; development of modern English government emphasizing political reforms of the nineteenth century; Britain's role in the modern world.

136, 137. RUSSIA

Political, social and religious formation of early Russia; the reforms of Peter the Great; Russian absolutism and the impact of Western Europe in the eighteenth and nineteenth centuries; the Russian Revolution and economic and political developments in the Soviet Union.

- 142. DEMOCRACY AND TOTALITARIANISM IN 20th CENTURY EUROPE**
An intensive study of selected aspects of modern European history from World War I to the Cold War. Some familiarity with modern European history is expected as a prerequisite.
- 144. EUROPEAN DIPLOMATIC HISTORY**
A study of the relations of major European powers since 1870, with emphasis on economic, political and social forces which influenced these relations.
- 151. ORIGINS AND DEVELOPMENT OF ISLAM**
The prophethood of Muhammed and the Muslim Revolution. Islamic conquests and formation of Muslim institutions. The development of philosophy, law, and art during the "golden age" of Islam. Fragmentation of the Muslim empire; the rise of Turkish power; the Crusades.
- 152. MODERN MIDDLE EAST AND NORTH AFRICA**
European imperialism and the development of Arab nationalism. Problems of economic development, political stability, and military conflict.
- 155. MODERN AFRICAN NATIONALISM**
Topics in modern African history dealing with African institutions and culture; the challenge of European imperialism; modern African economic, social, and political problems.
- 156. CHINESE CULTURAL HISTORY: CLASSICAL PERIOD**
This course will discuss topics reflecting the pivotal position held by man as expressed in the Confucian tradition. Attention will be given to Taoism, the school emphasizing nature, which remained a nagging complement to Confucianism throughout history. Other schools of thought will also be examined.
- 157. CULTURAL HISTORY OF CHINA TO 1000**
Considers the repertoire of ideas in China from earliest historic times to the end of the T'ang dynasty, with key philosophical, political, ethical, and scientific concepts treated in terms of historical and social context and subsequent influence.
- 158. CULTURAL HISTORY OF CHINA SINCE 1000**
Main facets and changes in the outlook of thinkers from the 11th to the 20th centuries, from the Confucian revival to the thoughts of Mao. Focus is on the need to preserve cultural integrity in face of the challenges from Buddhism and other Western ideologies.

- 159. THE LATER CHINESE EMPIRE, 1250-1800**
A history of the period, stressing aspects of late traditional Chinese civilization that are important in the understanding of recent China.
- 160. JAPAN FROM FEUDAL TO MODERN STATE**
Distinctive features of Tokugawa society and culture from the foundation of the regime in 1600 to its decline in the 19th century; the opening of Japan to Western contact, the course of early modernization and the consolidation of the Meiji state.
- 161. THE FAR EAST IN THE MODERN WORLD**
Civilizations of East Asia at the beginning of the modern era, impact of the West, contrasting responses of China and Japan to the confrontation, and development of present societies.
- 162. COLONIAL MEXICO**
A history of Mexico from the Mayas and Aztecs to the end of the independence movement in the 19th century. Includes study of economic, social and cultural developments.
- 163. MODERN MEXICO**
A history of the national period from the 1824 federal republic to the present. Special emphasis on those factors in the more recent past which have contributed most to modern Mexico.
- 164. THE INTER-AMERICAN COMMUNITY**
A history of political, economic, and social relations between the countries of the two Americas and of their activities in regional and world organization.
- 165. ARGENTINA**
Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.
- 167. BRAZIL**
An analytical study of Brazil's past and present; the colonial era, the New World monarchies of Pedro I and II, and the Republic. Emphasis on social and economic developments.
- 169. CONTEMPORARY LATIN AMERICA**
A topical study of twentieth century political, economic, and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of inter-American relations. Cultural characteristics. Present trends and prospects.

- 170. THE AMERICAN COLONIES**
The development of religious, political, economic and social institutions in England's North American colonies in the seventeenth and eighteenth centuries.
- 171. REVOLUTION, CONFEDERATION, CONSTITUTION**
An intensive study of the origins, progress, and culmination of the American Revolution.
- 172. THE YOUNG REPUBLIC**
A detailed examination into the establishment of an American political, social, cultural and economic identity from Washington through Madison.
- 174. THE OLD SOUTH**
An intensive study of the Old South from the Revolution to the Civil War and Reconstruction, emphasizing both regional identity and the relationship of Southern history to the national experience.
- 175. THE GILDED AGE**
An examination of the economics, culture, and society of America between the Civil War and World War I.
- 177. U.S. DIPLOMATIC HISTORY**
Critical study of the international relations of the United States and of the economic, political, social, and public opinion forces influencing the development of American policy.
- 180. THE AMERICAN INDIAN**
A history of Native Americans from contact to present, with an emphasis on 19th century developments.
- 183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA**
Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, Black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.
- 188. EDUCATION AND SOCIAL CHANGE IN AMERICA**
An examination of formal and informal institutions of learning in American history and their impact upon the social process.
- 189. CALIFORNIA**
The history of California, with major attention given to its 19th century development.

- 190. WORLD WAR II**
A chronological and topical study of the conflict; origins from the Versailles Treaty and the international crises of the 1930s; military, political, and social dimensions of the conflict.
- 191. UNITED STATES, 1967-1973: ERA OF UNREST**
Little Rock to Watergate: social, political, and foreign policy upheavals of the 1960s. Civil rights movement, student and anti-war movement, hippies and others, Kennedy and Johnson, end of the Cold War and the war in Vietnam, Nixon and Watergate.
- 193. LIFE AND WORK IN THE AMERICAN CITY**
Development of urban centers in the United States and their effect on the lives of ordinary people.
- 197. SPECIAL TOPICS IN HISTORY**
Occasional lecture courses in special topics in History.
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|------------------|----------------------|
| 197.01 Antiquity | 197.04 Europe |
| 197.02 Africa | 197.05 Latin America |
| 197.03 Asia | 197.06 United States |
- 198. COLLOQUIA**
Historical seminars emphasizing original research and group discussion of selected problems and periods.
- | | |
|------------------|----------------------|
| 198.01 Antiquity | 198.04 Europe |
| 198.02 Africa | 198.05 Latin America |
| 198.03 Asia | 198.06 United States |
| | 198.07 Practicum |
- 199. INDIVIDUAL STUDY**
Directed reading and research in source materials and secondary works dealing with selected historical problems. Only with permission of instructor.
- 210. SEMINAR IN ANTIQUITY**
- 220. SEMINAR IN AFRICAN HISTORY**
- 230. SEMINAR IN ASIAN HISTORY**
- 240. SEMINAR IN EUROPEAN HISTORY**
- 250. SEMINAR IN LATIN AMERICAN HISTORY**

260. SEMINAR IN UNITED STATES HISTORY

299. INDIVIDUAL STUDY

Directed reading and research in source materials and secondary works dealing with selected historical problems. With permission of the instructor only.

300. THESIS (5-10)

MATHEMATICS

101. A SURVEY OF GEOMETRY

Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. ADVANCED CALCULUS I

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. Prerequisite: 102.

111. ABSTRACT ALGEBRA I

Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.

112. ABSTRACT ALGEBRA II

Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.

113. TOPOLOGY

Set theory insofar as pertinent to the course. Topological spaces, continuous functions, product spaces. Separability and compactness. Metric spaces and metric topologies.

122. PROBABILITY AND STATISTICS I

Axioms and postulates; combinatorial problems; conditional probability; independence; random variables, distributions. Prerequisite: 21.

123. PROBABILITY AND STATISTICS II

Expectation; characteristic functions; infinite sequences of random variables; point estimation; statistical hypotheses; confidence intervals. Prerequisite: 122.

- 133. LOGIC AND FOUNDATIONS**
Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations. Prerequisite: 32 or equivalent.
- 134. SET THEORY**
Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.
- 144. PARTIAL DIFFERENTIAL EQUATIONS**
Special topics in higher mathematics useful in applications to the physical sciences, such as special functions of mathematical physics. Fourier series, partial differential equations and boundary value problems.
- 153. INTERMEDIATE ANALYSIS I**
A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 102.
- 154. INTERMEDIATE ANALYSIS II**
Continuation of Math 153.
- 155. ORDINARY DIFFERENTIAL EQUATIONS**
Existence and nature of solutions; oscillation theory; orthogonal functions. Partial differential equations. Prerequisite: 102.
- 161. AUTOMATA THEORY**
Mathematical preliminaries. Formal systems; tabular and graphical representation of automata. Deterministic and non-deterministic finite automata conversion. Parallel and serial decomposition. Turing machines and the halting problem. Finite transducers, acceptors, and generators; theory of translations. Prerequisites: EECS 15 and MA 15.
- 162. FORMAL LANGUAGES**
Formal grammars: definitions and classifications. Classes of languages. Normal forms. Grammars as language generators and recognizers. Finite state machines, pushdown automata. Unsolvability; Post Correspondence Problem; Kleene hierarchy, LL and LR grammars; applications to recognition of context-free languages. Prerequisite: 161.
- 163. THEORY OF ALGORITHMS**
Numerical algorithms; random number generators, polynomial multiplication, fast Fourier transforms. Non-numerical algorithms: sorting, searching, graph operations. Classification of algorithms: P and NP completeness. Prerequisites: EECS 15 and MA 52.

- 164. COMPUTER SIMULATION**
Techniques for generation of probability distributions. Computer models of queueing, inventory and scheduling. Simulation of economic systems. Monte-Carlo methods for physical systems. NCX.
- 165. LINEAR PROGRAMMING**
Algebraic background. Transportation problem. General simplex methods. Linear programming and theory of games. Numerical methods.
- 166. NUMERICAL ANALYSIS**
Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental, and differential equations.
- 167. SWITCHING THEORY AND BOOLEAN ALGEBRA**
Boolean algebra. Combinational and sequential circuits. Mealy and Moore models of sequential machines. The state assignment problem; multiple input changes. Minimization: normal form. Quine-McCluskey, state minimization and equivalence. Synchronous networks. Asynchronous networks; essential and non-essential hazards.
- 168. DIFFERENTIAL GEOMETRY**
Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.
- 172. PROBLEM SOLVING**
Use of induction, analogy, and other techniques in solving mathematical problems.
- 175. THEORY OF NUMBERS**
Fundamental theorems of divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Partitions.
- 176. COMBINATORICS**
Permutations and combinations, generating functions, recursion relations, and a selection of topics from combinatorial geometry, graph enumeration, Polya counting theorem.
- 179. MATRIX THEORY**
Linear transformations, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.
- 270. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS I (5)**
Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for secondary school teachers of mathematics.

271. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS II (5)

Continuation of 270.

290. MASTER'S THESIS

The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither is it to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an educational study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision.



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